

DISCOVER

Your

PASSION



IOWA WESLEYAN
UNIVERSITY | 1842

UNDERGRADUATE COURSE CATALOG
2018 - 2019

Iowa Wesleyan University

2018-19

Undergraduate Catalog



Mission

Iowa Wesleyan University is a transformational learning community whose passion is to educate, empower and inspire students to lead meaningful lives and careers.

Vision

Iowa Wesleyan will be the preeminent educational leader and resource for southeast Iowa as its regional, comprehensive university offering an engaging student experience in relevant undergraduate and graduate programs in the liberal arts and professions.

Values

Learning & Community: We value a love of learning, a desire for civility, and the release of human potential for the sake of the common good.

Faith & Service: We honor spiritual values, social justice, and the welfare of the human community through civic engagement and service to one another.

Discovery & Action: We value the discovery of the self, the other, the broader world, and responsible action in response to those discoveries.

Courage & Passion: We value learning in community and appreciate that these endeavors require bold risk-taking; and we value and celebrate that these endeavors are fueled by the passions, desires and aspirations of our members.

Iowa Wesleyan University

Dr. Steven E. Titus, President

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www.iw.edu

This catalog is not to be construed as a contract. The University reserves the right to make changes in the offerings and regulations contained in this catalog without notice. Such changes, academic or otherwise, shall take effect whenever the administration determines that such changes are prudent.

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Information Directory

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Catalog Information

Catalog Content and Function

The IW Catalog is an annual publication, based on the academic year that includes information on academic programs (majors, minors, and certificates), policies, and procedures. The catalog also documents fiscal, curricular, and co-curricular programs. Additionally, it includes the academic calendar, course descriptions, and lists of trustees, administrators, faculty and staff.

Print and electronic versions (PDF) of the catalog are available in the Office of the Registrar or online on the IW website. Archived copies of previous catalogs kept in there as well. They may be viewed in the office during regular business hours. Archived catalogs may not be removed from the office.

This catalog is published annually. Every effort has been made to make the catalog accurate as of the date of publication. However, all policies, procedures, fees, and charges are subject to change at any time by appropriate action of the faculty, the administration, or the trustees of IW.

This catalog is not intended to state contractual terms and should not be regarded as a contract between the student and the institution.

Catalog Revisions

The university catalog is a publication of the Office of the Registrar. Additions, corrections, and revisions fall under its auspices.

Curriculum and academic policy revisions must be approved by designated administrators and bodies empowered to approve them. Administrative and non-curricular policies and procedure revisions must be approved through the process stated in the administrative policy and procedures manual.

Production on the new catalog begins in late February. All revisions (curricular, policy, and procedural) must be submitted to the Office of the Registrar by May 1. The catalog is published annually in July.

Information on submitting catalog revisions is available on the Registrar's webpage.

Academic Calendar

Fall Semester (August 20-December 6, 2018)

13-17 Aug	Faculty Workshop
15-19 Aug	New Student Orientation
20-Aug	16 Week/Fall A Online classes begin at 5 p.m.
22-Aug	Last Day to Add a Fall A Online class
23-Aug	Opening Convocation
24-Aug	Last Day to Drop a Fall A Online class
27-Aug	Last Day to Add a 16 week class
3-Sept	Labor Day: no classes/offices closed
4-Sept	Last Day to drop a 16 week class
14-Sept	4 Week Grades to Registrar
21-Sept	Last Day to Withdraw from a Fall A Online class
1-6 Oct	Homecoming Week
4-5 Oct	Board of Trustees Meeting
5-6 Oct	Homecoming 2018
12-Oct	Mid-term Grades to Registrar
14-Oct	Last Day of Fall A Online classes
15-Oct	Fall B Online classes begin
15-16-Oct	Fall Break: classes, except Online classes
17-Oct	Last Day to Add a Fall B Online class
19-Oct	Last Day to Drop a Fall B Online class
23-Oct	Last Day to Withdraw from a 16 week Class
23-Oct	Registration Begins- Senior & Veteran Priority
25-Oct	Junior Priority Registration Begins
29-Oct	Sophomore Priority Registration Begins
31-Oct	Freshmen and Open Registration Begins
14-Nov	May Grad. Applications DUE to Registrar
16-Nov	Last Day to Withdraw from a Fall B Online class
20-Nov	Thanksgiving Break, Instructors and Students
21-Nov	Thanksgiving Break, Staff, 12 PM
22-23 Nov	Thanksgiving Break (Offices Close)
3-6 Dec	Final Exams
6-Dec	December Graduate Reception
6-Dec	Residence Halls Close, 5 PM
9-Dec	Last Day of Fall B Online classes
12-Dec	Final Grades to Registrar, noon
24-Dec	Christmas/New Year's Break (Offices Closed)

Summer Term A (May 6 – Jun 30, 2019)

6-May	Start of Classes (1 st Day A)
8-May	Last Day to Add A-Term
10-May	Last Day to Drop A-Term
7-Jun	Summer A Withdrawal Deadline
30-Jun	Last Day of A-Term Classes
7-Jul	Grades to Registrar

Spring semester (January 14 – May 6, 2019)

7-Jan	University Offices Open for Spring Semester
13-Jan	Residence Halls Open
14-Jan	16 Week/Spring A Online classes begin at 5 p.m
16-Jan	Last Day to Add a Spring A Online class
18-Jan	Last Day to Drop a Spring A Online class
21-Jan	Martin Luther King Jr. Day, No Day Classes
21-Jan	Last Day to Add a 16 week class
24-25 Jan	Board of Trustees Meeting
28-Jan	Last Day to Drop a 16 Week class
15-Feb	Last Day to Withdraw from a Spring A Online
15-Feb	August Grad. Applications DUE to Registrar
8-Mar	Mid-Term grades to the Registrar
10-Mar	Last Day of Spring A Online classes
11-Mar	Spring B Online classes Start
11-15 Mar	Spring Break, Residence Halls Closed
13-Mar	Last Day to Add a Spring B Online class
15-Mar	Last Day to Drop a Spring B Online class
17-Mar	Residence Halls Open
25-Mar	Registration Begins- Senior & Veteran Priority
25-Mar	Last Day to Withdraw from a 16 Week Class
27-Mar	Junior Priority Registration begins
29-Mar	Sophomore Priority Registrations begins
1-Apr	Freshmen and Open Registration begins
10-Apr	December Grad. Applications to Registrar
10-Apr	Assessment Day-No Classes except Online
12-Apr	Last Day to Withdraw from a Spring B Online
19-Apr	Good Friday, No Classes, Offices Closed
25-Apr	Awards Day, 11 AM, Chapel
29 Apr-2 May	Final Exams
2-3 May	Board of Trustees Meeting
4-May	Baccalaureate 10:30 AM, Chapel
4-May	Commencement 1:30 PM
4-May	Residence Halls Close
5-May	Last Day of Spring B Online classes
6-May	Final grades to the Registrar

Summer Term B (June 24 - August 18, 2019)

24-Jun	Start of Classes (1 st Day B)
26-Jul	Last Day to Add B-Term
28-Jul	Last Day to Drop B-Term
4-Jul	Offices Closed
26-Jul	Summer B Withdrawal Deadline
18-Aug	Last Day of B-Term Classes
25-Aug	Grades to Registrar

The academic calendar is available online at www.iw.edu/academic-calendar.



General Information

Founded: 1842

Colors: Purple and White

Mascot: Tiger

Location: IW is a historic, faith-inspired, four-year university situated in the rolling rural hills and agricultural economy of Southeast Iowa. Established in 1842, it is the first and oldest co-educational institution in Iowa. Iowa Wesleyan is committed to the liberal arts and to the professions. It is grounded in practical and adaptive learning so that real world challenges can be met with real world solutions. The University today provides undergraduate, online and graduate education and promotes endeavors that advance Southeast Iowa and beyond.

Enrollment: 600 (Fall 2017)

Faculty Student Ratio: 1:10

Library: The Chadwick Library contains books, e-books, and digital periodicals.

Degrees Confirmed: IW confers degrees at the Bachelor and Master levels.

Accreditation: IW is a comprehensive regional University of liberal arts and sciences related to the United Methodist Church. IW is accredited by the Higher Learning Commission, a regional accreditation association recognized by the U.S. Department of Education. The Commission is located at 230 S. LaSalle Street, Suite 7-500, Chicago, IL 60604-1413. Telephone: 1.800.621.7440. Website: <https://www.hlcommission.org/>.

Affiliations: Iowa Wesleyan is accredited by the Iowa Department of Education and the University Senate of the United Methodist Church. The Nursing Program is approved by the Iowa Board of Nursing (IBON, Riverpoint Business Park, 400 SW 8th St., Suite B, Des Moines, IA 50309; 515.281.3255) and has been accredited with the Accreditation Commission for Education in Nursing (ACEN), 3343 Peachtree Road NE, Suite 850 Atlanta, GA 30326; 404.975.5000. The University is approved by the government training program under the Veteran's Bill (550 and 894).

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

IW complies with the Family Education Rights and Privacy Act of 1974--Public Law 93-380. A full statement of the policy of IW on the Access to and Release of Student Data/Information is on file with the Vice President for Academic Affairs, the Dean of Admissions and the Dean for Student Life. The University reserves the right to make changes in the offerings and regulations contained in this Catalog without notice.

University History

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

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

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

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

James Harlan was named President of the Institute in 1853. Known as a man of national and political interests, Harlan, an Iowa City lawyer and businessman, determined to advance the educational status of the Institute. He successfully raised funds to construct a second building, now Old Main, and expanded the curriculum, adding political economy and theology, as well as piano, drawing, French and German classes. At his urging, on February 15, 1855, the Institute's name was changed to Iowa Wesleyan University to emphasize its enlarged University program and its sponsorship by the Iowa Conference of the Methodist Episcopal Church, granted in 1849. On July 1, 1912, Iowa Wesleyan College became Iowa Wesleyan University.

The first University-level graduate of Iowa Wesleyan was Winfield Scott Mayne who earned a B.A. degree in 1856. In 1859, Lucy Webster Killpatrick was the first woman granted a B.A. degree at Iowa Wesleyan. Belle Babb Mansfield, the first woman to be admitted to the bar in the United States, graduated from Iowa Wesleyan in 1866. Susan Mosely Grandison, the first female black graduate, earned her degree in 1885. Keyroku Miazaki from Tokyo, Japan, who attended 1890-91, was the first documented international student. In 1958, Iowa Wesleyan graduate James Van Allen discovered the earth's radiation belts. These radiation belts now bear his name. In 2007, alumna Peggy Whitson, NASA astronaut, became the first female commander of the International Space Station. She set the U.S. record with 377 days in space on two missions: 2002 and 2007-08.

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

Campus Facilities

The J. Raymond Chadwick Library provides students a variety of print and electronic resources. It includes two computer labs. The Office of Academic Success and Inclusive Support is located on the second floor. Classrooms and offices of the Teacher Education Program are housed on the lower level, along with the Curriculum Materials Lab and Children's Literature Collection.

Harlan-Lincoln House built in 1876 by James Harlan who served as a member of the United States Senate (1855–1865), (1867–1873) and a U.S. Cabinet Secretary at the United States Department of Interior (1865–1866) under President Andrew Johnson. The home serves as a museum of James Harlan and Abraham Lincoln family artifacts. It is listed on the National Historic Register.

Hershey Hall houses the Art and Digital Media Design departments. It features classrooms, studios, and offices.

Howe Student Activity Center features the 800-seat **Ruble Arena** gymnasium, the **Leatherby Conference Center**, athletic training rooms, jogging track, fitness room and athletic offices. It adjoins to the John Wesley Holland Student Union.

John Wesley Holland Student Union is home to **Wesley's Diner**, the campus dining hall. It also houses the IW Bookstore, snack bar, student lounge, 250-seat **Social Hall** for large meetings and events, and Office for Student Life.

McKibbin Hall is a men's residence hall. It features a large commons area and weight room on the lower level. The structure is accessed via ID scanners and has an elevator for students' convenience.

Nemitz Suites contain eight suite-style residence living units. Each suite contains four bedrooms, two bathrooms, an efficiency kitchen and living area. The suites are available to juniors and seniors who are in good standing with the University in all respects.

Old Main, a three-story structure in the center of campus, is listed on the National Register of Historic Places. In addition to housing the College music programs, it serves as home to the Southeast Iowa Symphony Orchestra. Old Main is the founding site of the International P.E.O. Sisterhood.

The **PEO Building** was originally constructed in 1869 and was later used as the university library. It now houses administrative and academic offices including the office of the president, academic affairs, and the registrar.

Pioneer Hall was the first building constructed at Iowa Wesleyan University. Pioneer Hall houses the English faculty offices and classrooms.

Sheaffer-Trieschmann Hall is a women's residence hall. It features a large commons area and sitting areas on the lower levels. The structure is accessed via ID scanners and has an elevator for students' convenience.

The **Adam Trieschmann Science Hall** is the University's principal classroom building. It houses the science, math, computer, business, social science and nursing programs and faculty offices. It also includes computer labs.

University Chapel provides an august venue for worship services, musical and stage performances, and various assemblies for both university and community events. It also houses the office of admissions, financial aid, and business services.

Administrative Policies

This section provides information about those administrative policies that impact, either directly or indirectly, the student due to their affect upon the various operations and services addressed in the catalog.

Credit Hour Policy

Credit Definitions:

Federal Credit Hour Definition: A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates not less than:

(1) one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or (2) at least an equivalent amount of work as required in paragraph (1) of this definition for other activities as established by an institution, including laboratory work, internships, practica, studio work, and other academic work leading toward to the award of credit hours. 34CFR 600.2 (11/1/2010)

Contact: Engagement of instructors with students to advance course objectives. Contact may take various forms: e.g., it may be face-to-face or online, synchronous or asynchronous, one-to-many or one-to-one, including faculty direction of students participating in for-credit internships or practicums.

Scheduled contact hour: One weekly, required hour (50 minutes) or equivalent of faculty contact. In addition to class meetings reflected in the University Class Schedule, other required course activities or combinations of activities may count as scheduled contact for the purpose of assigning credit. Examples include faculty-student conferences, skills modules, and participation in online forums, film screenings, site visits, rehearsals and performances, etc. All such scheduled contact must be specified as required in course syllabuses and must contribute to a student's grade or achievement of course objectives.

Instructors also require students to complete work outside of scheduled contact hours to fulfill course objectives. Outside work must normally include, but need not be limited to, two hours of regular weekly class preparation for each credit earned. Where expectations

Semester Credit Hours	Weekly Instruction in Minutes	Out-of-Class Study in Hours
1	50	2
2	100	4
3	150	6
4	200	8
5	250	10
6	300	12

for the quantity and/or intellectual challenges of outside work exceed this minimum and materially increase overall student effort, the number of credits assigned to a particular course may be greater than the number of its scheduled contact hours. Examples include courses that entail extensive and/or intensive reading, writing, research, open-ended problem solving, practice-based assignments, or student responsibility for class meetings.

Standard Course types: The courses that follow the definitions and chart above.

Classroom-based: Scheduled contact occurs primarily face-to-face in a classroom setting.

Non-Standard Course types:

Labs: Science courses with a lab component are generally worth 4 semester-hours. In general, each additional semester-hour will reflect at least 50 additional minutes per week in the laboratory under direct supervision plus at least 2 hours per week of additional work outside the lab, such as writing lab reports or reading related materials.

Independent Study/Directed Study: Directed or independent study courses do not have scheduled class time, but rely on one-on-one arrangements between the instructor and student. A 3-semester-hour directed study would involve approximately 9 hours of research/meetings per week, or approximately 130 hours per semester of research work and direct instruction combined.

Internship: An internship course providing credit for the work experience and some assignments associated with that work would award credit primarily based on the work time. By default internships will be awarded 1 semester-hour for 40 hours of work. Each student is required to write in an online reflective journal once a week.

Hybrid: Following Carnegie hours, the hybrid classroom is a combination of the classroom based course type and the online based course type. The instructor takes into account the amount of time his or her classroom will meet face to face and then calculates the time it will take to do the digitized version of projects, discussions, homework, learning, and more.

Example: The example course is an accelerated course. In order to complete the necessary course content in an accelerated format, students should expect 3.5 hours of face-to-face seat time, in addition to a

- Minimum of 2 hours of "alternate format seat time" each week.
- Any assigned homework or reading may exceed the minimum 5.5 hours per week described previously.
- "Alternate format seat time" can include, but is not limited to the following: on-line quizzes, discussion boards, viewing video clips, virtual or face to face small group work, classroom observations, video conferencing, and other means the professor deems appropriate.
- Students who have weak writing and/or reading skills should take additional college-level coursework to prepare for this accelerated format. Students should not expect to complete less content or be assigned less work when compared to a typical 16 week, 3 hour course.
- The course may require on-line quizzes and turning in assignments (via Edmodo) throughout the week/weekend.

If a student's schedule does not allow for the time required or work required, the student should drop the course immediately, or withdraw prior to the last withdraw date.

Online: The definition of contact hours in asynchronous learning environments at Iowa Wesleyan is based on the following guidelines:

- A. The course syllabus should clearly document that the course covers the same amount of material or course content that would normally be expected if the class were a traditional campus-based course. Clear documentation includes the course objectives, the course topics, and the stated expectations for readings, projects, and other assignments as well as the stated learning outcomes. It is the responsibility of departmental faculty teaching in an asynchronous environment to determine if the course content delivered in an asynchronous environment is of sufficient scope and rigor to ensure the amount of material delivered is comparable to the same campus-based course.
- B. During the planning and development of an asynchronous learning environment, faculty should estimate the time a typical student will take interacting with the course content. This should be equivalent to the number of contact hours normally expected in a campus-based course, and should be documented in the course syllabus. Hours for completing homework assignments, working on projects, studying for examinations, etc., should be considered outside the contact hour requirements for the course. A rubric has been developed and should be used as a guideline for instructional design for asynchronous courses.
- C. Faculty are encouraged to determine class attendance by the evaluation of student participation in scheduled online discussions, required interaction with the faculty as well as other classmates, and the timely submission of class assignments rather than simply by the number of logins provided in the statistics measured by the course management system. Quality and quantity of work will demonstrate the rigor and time on task assignments necessary to equal those of the traditional course delivery. Attendance still conforms to the university wide policy where a student is warned at 12.5% of missing a class and dropped at 25%.

Statement on Equivalence: Courses taught in the online web-based format must be equivalent to the same courses taught in the traditional face-to-face format and be comparable in content.

- A. New courses developed specifically for web-based delivery must be approved through the Undergraduate or Graduate Curriculum process in the same way as new traditional courses.
- B. The processes and procedures for offering web-based courses are the same as all other IW courses.
- C. Departments offering courses in web-based format should be prepared to document that the courses have student-learning outcomes that are equivalent to those for courses taught in the traditional format. The rubric will provide guidelines to assist in the documentation of those requirements.

IW Rubric for Asynchronous Online Credit Hour Estimates

In asynchronous learning environments, the traditional face-to-face contact time is redefined as the time a typical student spends interacting with course content. This definition excludes student work traditionally done outside of class such as homework, studying, reading, and writing papers.

When faculty plan and develop asynchronous courses, whether fully online or blended, they must account for 12.5 hours of contact time, as redefined above, for each credit hour (fifty minutes for fifteen weeks). They must also account for two hours of outside student work per credit hour, or 25 hours, for a total of 112.5 hours of contact time and student outside work. The following rubric can be used to estimate asynchronous contact hours in the absence of data. Outside student work must be accounted for in the traditional manner.

Interactions with Course Content	Time on Task Estimates	Examples
Startup Preparations.	10 minutes per preparation item.	Software Downloads, & Installations. Computer Preparations. Orientation to Course Management items.
Reading (descriptive and technical text)	3 minutes per page	Textbooks and reference materials, both online and traditional.
Reading (online screens w/no interactivity)	2 minutes per screen	PowerPoint Slide Shows. Syllabus. Announcements. Case Studies. Journals.
Reading (online screens with interactivity)	4 minutes per screen	Multimedia. Tutorial.
Video	5 minutes per video	Instructor Brief. YouTube. Demonstrations.
Lecture Capture	30 minutes per lecture	Staged or Classroom Capture.
Audio	5 minutes per audio presentation	Music, Medical, History, Speeches, Radio, Nature.
Pod Casts. Phone Apps.	5 minutes per Podcast	Mobile Learning
Simulations and Gaming.	15 minutes per simulation	Virtual Laboratories. Hands-on learning. Mock Criminal Trials. Virtual Field Trips.
Practice Problems (not homework)	20 minutes per problem	Math, Computer Science, Case Studies. Surveys
Outside Online Short Training Courses	50 minutes per outside course	Courses taken, usually from Government sources (e.g., FEMA Online Training courses) as one requirement in an online course.
Writing Assignments	1.5 hs per page (including prep)	
Discussion Forum	60 minutes per session	Discussion. Remote Conferencing. Chats. Wikis. Blogs. Social Learning. Online Office Hours. Group Collaboration.
Quizzes	20 minutes per quiz	
Exams	1-3 hours per exam	

Rehabilitation Act and Americans with Disabilities Act

The Rehabilitation Act and Americans with Disabilities Act: No qualified individual with a documented disability shall be excluded from participation in, denied benefits of, or otherwise subjected to discrimination in any of IW's programs, courses, services and/or activities in compliance with the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.

Requests for reasonable accommodations in programs, courses, services and/or activities requires current (i.e. within three years) documentation of the disability after acceptance to the University and before registration. IW is committed to reasonable accommodations for students who have documented physical and learning disabilities, as well as medical and emotional conditions. If a student has a documented disability or condition of this nature, he or she may be eligible for disability services. Documentation must be from a licensed professional and current in terms of assessment. Please contact the Coordinator of OASIS at 319 385 6383 to inquire about services or to schedule an appointment.

Disabilities

According to the Americans with Disabilities Act, a person with a disability is one who:

- has a physical or mental impairment which substantially limits a major life activity
- has a record of history of such impairment, or
- is regarded as having such an impairment.

Verification of Disability

The Coordinator of the Office of Academic Success and Inclusive Support (OASIS) will determine allowable accommodations on college level based off of past accommodations and will work with instructors and OASIS services to facilitate and track accommodations and services. It is the student's responsibility to contact the coordinator of the OASIS about past accommodations.

No accommodation will be provided without documentation. In addition, IW will be unable to provide accommodations in the classroom if the student does not give permission to notify faculty that accommodations are needed. Information regarding a student's disability is considered confidential. Information will not be released to anyone without the express written permission of the student.

Some examples of reasonable accommodations include extended time for tests, administration of oral test, note-taking assistance, and use of assistive devices.

Student Right to Know and Campus Security Act

IW complies with the Federal Student Right to Know and Campus Security Act which requires all colleges and universities participating in the Federal Student Aid Program to disclose basic institution information, graduation rates, and information on students receiving athletically related student aid, campus security policies and campus crime statistics.

Access to and Release of Student Data and Information

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records.

Iowa Wesleyan University has the responsibility for effectively supervising any access to and/or release of official data/information about its students. Certain items of information about individual students are fundamental to the educational process and must be recorded. This recorded information concerning students must be used only for clearly-defined academic purposes, must be safeguarded and controlled to avoid violations of personal privacy, and must be appropriately disposed of when the justification for its collection and retention no longer exists.

In this regard, the University is committed to protecting, to the maximum extent possible, the right of privacy of all individuals about whom it holds information, records, and files. Access to and release of such records is restricted to the students concerned, to others with the student's written consent, to officials within the University, to a court of record, and to other agencies required by law.

For purposes of access to records at Iowa Wesleyan University, students enrolled (or formerly enrolled) for academic credit or audit shall have access to their official records. Schools are not required to provide copies of

records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.

Students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the student has the right to place a statement with the record setting forth his or her view about the contested information.

The name and position of the official responsible for the maintenance of each type of educational record may be obtained from the Registrar. A request for access to official data maintained in a particular office may be made to the administrative head of that office (Registrar's Office or Office of Student Development).

When a student (or former student) appears at the appropriate office (Registrar or Office of Student Development) and requests, in writing, access to the University's records about herself or himself,

1. The student must provide proper identification verifying that he/she is the person whose records are being accessed.
2. The designated staff person(s) must supervise the review of the contents of the record with the student.
3. Inspection and review shall be permitted within a period not to exceed 45 days from the date of the student's request.
4. The student will be free to make notes, or for a reasonable administrative fee may be charged for providing copies of items in the file, but no material will be removed from the record at the time.

Record keeping personnel and members of the faculty and staff with an administrative assignment may have access to records and files for internal educational purposes as well as for routinely necessary clerical, administrative and statistical purposes as required by the duties of their jobs.

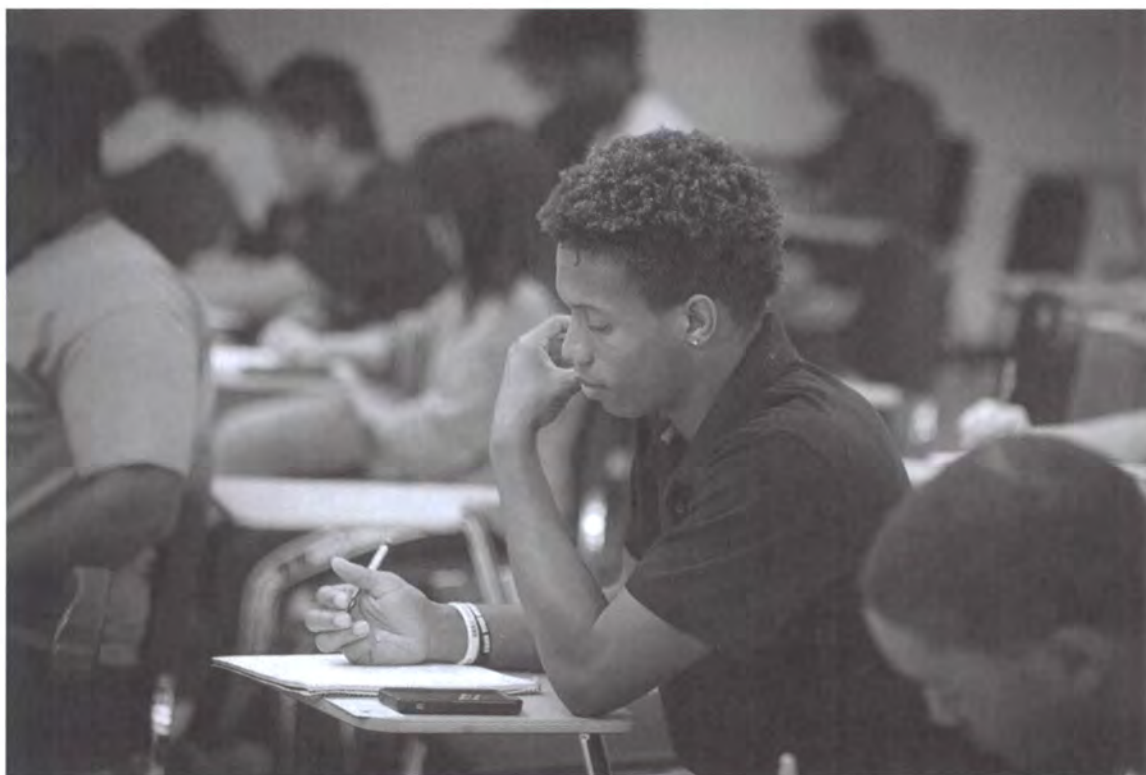
Release of Information

Except with the prior written consent of the student (or former student) concerned, or parents of dependent students, or as required by federal and state law, no information in any student file may be released to any individual (including parents, spouse, or other students) or organization with the exception of information defined as "public information."

Unless the student has officially filed a request with the Office of Student Development that disclosure not be made without his written permission, the following items are considered public information.

1. Student's name.
2. Local address, phone number, and e-mail address.
3. Home address (permanent).
4. Date and place of birth.
5. Parents' or guardians' names and addresses.
6. Classification (year in school).
7. Curriculum (majors) and (minors).
8. Affirmation of whether currently enrolled.
9. Dates of enrollment.
10. Degrees received.
11. Honor(s) received.
12. The most recent previous educational agency or educational institution attended by the student.
13. Participation in recognized organizations, activities, and sports.
14. Weight and height of members of athletic teams.
15. Pictures

When disclosure of any personally identifiable data/information from University records about a student is demanded pursuant to court order or lawfully issued subpoena, the staff member receiving such order shall immediately notify the student concerned, in writing, prior to compliance with such order of subpoena. Information from University records may be released to appropriate persons in connection with an emergency if the knowledge of such information is necessary to protect the health or safety of a student or other persons.



Letters of Appraisal

Candid appraisals and evaluations of performance and potential are an essential part of the educational process. Clearly, the provision of such information to prospective employers, to other educational institutions, or to other legitimately concerned outside individuals and agencies is necessary and in the interest of the particular student. Data/information which was a part of the University records prior to January 1, 1975, and which was collected and maintained as confidential information, will not be disclosed to students. Should a student desire access to a confidential letter of appraisal received prior to January 1, 1975, the student shall be advised to have the writer of that appraisal notify, in writing, the concerned records custodian of the decision as to whether or not the writer is willing to have the appraisal made available for the student's review. Unless a written response is received approving a change of status in the letter, the treatment of the letter as a confidential document shall continue. Documents of appraisal relating to students collected by the University on or after January 1, 1975, will be confidentially maintained only if a waiver of the right of access has been executed by the student. In the absence of such a waiver, all such documents will be available for student review.

Challenges to the Record

Every student shall have the opportunity to challenge any item in the file which he/she considers to be inaccurate, misleading, or otherwise inappropriate data. A student shall initiate a challenge by submitting a request, in writing, for the deletion or correction of the particular item. The request shall be made to the custodian of the particular record in question. If the custodian and the student involved are unable to resolve the matter to the satisfaction of both parties, the written request for deletion or correction shall be submitted by the student to the Provost, who shall serve as the hearing officer. The student shall be given the opportunity for a hearing, at which the student may present oral or written justification for the request for deletion or correction. The hearing officer may obtain such other information as he deems appropriate for use in the hearing and shall give the student a written decision on the matter within 30 days from the conclusion of the meeting. Grades may be challenged under this procedure only on the basis of the accuracy of their transcription.

Notice

The foregoing statement represents an extract of the most salient provisions of the official University policy, a full copy of which is on file with the Provost, the Registrar, and the Dean of Student Development. The complete policy may be examined by interested persons in these offices during normal office hours. The University policy becomes effective immediately, but should be regarded as tentative, pending the issuance of federal regulations and guidelines or amendments in the applicable laws.



The criteria for admission are used to identify those who are most likely to complete a university program of study. The Office of Admissions evaluates each candidate for admission on an individual basis and acceptance decisions are based on the student's high school GPA, class rank and the results of the ACT (American Collegiate Testing Program) or SAT I (Scholastic Assessment Test of the University Board). These criteria pertain to a first year applicants only-- transfer student admissions criteria are located below.

A first year applicant is required to submit an official transcript from their high school, or a high school equivalency certificate based on the GED tests. Final official transcripts should be submitted to the University prior to the first day of classes. Should the University not receive your final official transcripts at the end of the drop/add period, you are subject to dismissal from the university. The high school transcript should include four years of English, three years of mathematics, three years of social science and two years of science (both should be a laboratory science).

Although foreign language is not required for admission, a foreign language may be required to graduate from IW. A first year applicant who has taken University courses for credit is required to provide Iowa Wesleyan with official transcripts from each University attended. Transcripts should be issued from institution to institution, not to the student.

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 University transcript(s) and results of the ACT or SAT I--have been received. Notification is sent to each candidate for admission within two weeks after submitting the required academic information.

Campus Visits

Students and families exploring university options are invited to visit the campus of IW. Individual appointments can be scheduled by contacting the Office of Admissions at 1-800-582-2383 or by e-mail to campusvisits@iw.edu. Campus visits can be scheduled Monday through Friday 9 a.m.-3 p.m. Visits can also be arranged on Saturday mornings from 9 a.m.-Noon.

IW offers several open house events throughout the year. Contact the Office of Admissions or visit www.iw.edu/visit for additional information.

First Year Student Admission

Full Admission

A first year applicant must meet the following criteria to be considered for full admission to IW:

- have a composite score of 19 or above on the ACT or a score of 980 or above on the SAT,
- have a cumulative GPA 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 IW, if they meet the following two requirements:

- have a composite score of 17-18 on the ACT or a score of 900-970 on the SAT,
- have a cumulative GPA of 2.0 or above (on a 4.0 scale)

Committee Admission

Applicants not meeting the minimum criteria may petition the Persistence and Completion Committee for committee admission. Additional information, including teacher recommendations, a personal statement or interview, may be required as part of this process. More information on this process is available from the Office of Admissions.

As a condition of their admission and to support their success at IW, students under conditional or committee admission will complete either ARC 105 University Learning and Reading Efficiency or WS 180 Resiliency during their first semester.

First Year Application Procedure

A first year applicant to Iowa Wesleyan must submit the following materials to the Office of Admissions in order to be considered for admission:

- a completed application for admission form available online
- an official high school transcript--which must include both the student's rank in class where available and cumulative GPA, or GED certification
- official results of either the ACT or SAT

Home Schooled Students

Candidates for transfer admission (having 10 or more semester hours of University, excluding credits earned via IW dual-enrollment) must meet the following guidelines to be considered for admission to Iowa Wesleyan:

- have a cumulative GPA of 2.0 (on a 4.0 scale) or better from all previous University work,
- have a 2.0 cumulative GPA in all major and general education courses; activity courses taken as electives, such as choir or weight-lifting, are not to be included in the GPA calculation, and
- be in good standing from the previous institution attended.

Also taken into consideration when determining if a transfer student is granted full admission, conditional admission or is required to go before the Admissions Advisory Committee for admission, is the student's past performance in University core courses and major courses, as well as the overall difficulty of the courses previously taken.

A transfer student who is not granted full or conditional admission may petition the Admissions Advisory Committee for committee admission. Additional information, including faculty recommendations and a personal statement or interview, may be required as part of this process. More information on this process is available from the Office of Admissions.

Transfer Application Procedure

Complete and submit the application for admission available online at <https://www.iw.edu/apply/>.

Request that official transcripts from ALL colleges attended be sent to the Office of Admissions, even if all prior coursework is listed on the transcript of the University last attended. Final official transcripts should be submitted to the University prior to the first day of classes. Should the University not receive your final official transcripts at the end of the drop/add period, you are subject to dismissal from the University.

An official copy of the student's high school transcripts should also be sent to the Office of Admissions, unless the student has 24 or more semester hours of previous University credit.

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 university credit.

Transfer Credit

Generally, a course taken at a regionally accredited university or college, 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 GPA earned at IW. The University will accept, within the first 60 semester hours, course credits in which the student has obtained "D" grades as elective credit and Wesleyan Seminar credit only if the student has a 2.0 GPA from the previous University(s).

IW will accept up to 60 semester hours of university credit for students transferring from community colleges. The University will also accept up to 90 semester hours of university credit from four-year colleges or from a combination of community colleges and four-year colleges, respectively.

Courses in which the student has earned a grade below "C-" may not satisfy all University or major requirements. Additionally,

- An Associate of Arts or Associate of Science degree will fulfill the IW-wide Wesleyan Studies course requirements, as well as confer junior status upon the student; however, a student with such a degree who has not earned the equivalent of a grade of C- or higher in a second-semester composition course must fulfill this requirement as determined by review of application materials and/or a placement test. Additionally, any course taken as a result of such review will fulfill the requirement only if it includes a significant research component. Wesleyan Studies Global Awareness course WS 300 Global Issues course, Internship, Service Learning hours (tiered), 30 upper level university credit, and Writing Intensive courses (tiered) are not satisfied by an Associate of Arts (A.A.) or an Associate of Science (A.S.) degree.
- Students who have not earned an A.A. or an A.S. degree will earn credit for ENG109 and ENG110 only if the course(s) offered as equivalent(s) have a significant research component (as determined by the registrar) and the student has earned a grade of at least C- in the course(s) offered as equivalent.
- Generally, an Associate of Applied Science degree will also confer up to a maximum of 60 semester hours (junior status) upon the student, although credits from it may not satisfy Iowa Wesleyan's general education requirements, and some particular courses may not be accepted toward the major or satisfy all-university requirements.
- Students who have successfully completed one-year programs at approved technical and business institutes will be accorded up to a maximum of 30 semester hours (sophomore-level standing), although credits from it may not satisfy Iowa Wesleyan's general education requirements, and some particular courses may not be accepted toward the major or satisfy all-university requirements.

- Typically nursing classes cannot be transferred into the Division of Nursing. Under some circumstances, after careful review, the Registrar and Chair of the Division of Nursing may agree to award credit to a transfer student for nursing classes from another professionally accredited nursing program such as the Accreditation Commission for Education in Nursing (ACEN) or similar organization. The institution from which the credits are received must also be regionally accredited from an organization such as the Higher Learning Commission (HLC).

The Office of the Registrar is ultimately responsible for the evaluation of all transfer credit. Transfer students will receive a transcript evaluation upon their acceptance into Iowa Wesleyan. Transfer credit evaluations will not reflect courses in progress. Due to articulation agreements, nursing student credit transfer may be handled in a different manner. The credits of transfer students accepted from a non-accredited institution will be evaluated by the Registrar following successful completion of the initial semester at IW with a 2.0 GPA.

PLEASE NOTE: Inaccurate or misleading information provided on the application for admission to the University constitutes grounds for dismissal.

Non-native English speakers may be required to demonstrate sufficient command of English through testing.

Advanced Placement

The following advanced placement opportunities are available to all applicants for admission to IW and IW students. A maximum of 30 credits of advanced placement credit can be transferred. Please go to this website to see how each type of exam transfers: <https://www.iw.edu/registrar/>

College Entrance Examination Board Special Advanced Placement (AP) tests are administered through local high schools. A student of superior ability and academic background may secure university credit on the basis of a rating of 3 on the CEEB Special Advanced Placement Test.

College Level Examination Program (CLEP) subject matter tests are given at periodic intervals at various test centers throughout the country. CLEP is designed to provide opportunities for university-level credit to persons of varied backgrounds.

The amount of credit for a particular test will be determined by the number of credit hours awarded by the IW 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 University-Level Examinations.

DANTES Subject Standardized Tests (DSST) are credit-by-examination tests originated by the United States Department of Defense. Colleges, universities and corporations throughout the United States and in some other countries administer tests year-round.

Excelsior College Examination Program offers proficiency exams in select subject areas through the UExcel Excelsior College Examination Program. These credit by examination programs are offered in a computer-based format at thousands of test centers globally.

International Baccalaureate are high school based programs that are known internationally that can offer college credit.

Self-Paced Instruction (SPI) are courses in a fully online environment that students take at their own pace. SPI courses are offered during the summer and winter at IW.

Credit for Life Learning

Credit for Life Learning (CLL)

IW recognizes that University level learning can and does take place outside of the collegiate setting. The University also recognizes that not every experience produces university level learning. Therefore, IW has established a process to determine if university level learning has indeed occurred and the amount of academic credit appropriate for that learning.

Often, other methods of assessing and awarding University credit are satisfactory to the student and to the University. Thus established credit awarding processes (e.g. CLEP, DSST, and/or Excelsior subject exams, American Council on Education evaluations of armed services experiences or national guide credit, and the University's credit by examination process) must be explored before making use of the Credit for Life Learning prior learning assessment process.

Credit for Life Learning (CLL) through prior learning assessment is a flexible, efficient way of earning college credits for college-level knowledge you have acquired through expertise developed outside the classroom. CLL operates on the philosophy that college-level learning, no matter how it is gained, may warrant consideration for credit. Therefore, nearly any area of learning can be converted into college credit as long as it corresponds to what is taught in a course at a regionally accredited college or university, and you can demonstrate your expertise in it through the portfolio process. This prior learning may be a result of your:

- Work experience
- Formal corporate or military training
- Business ownership
- Volunteer work
- Civic leadership
- Hobbies
- Independent study

To earn credit through CLL, select a course in the subject in which you plan to demonstrate college-level knowledge. Students will demonstrate college-level knowledge of this subject by creating a portfolio for evaluation by a faculty member credentialed in the subject area.

Undergraduate students who meet these requirements are eligible to participate in the program:

- Must be officially enrolled in a degree program at Iowa Wesleyan University
- Earned a minimum grade point average (GPA) of 2.0 for courses taken to date and are not on academic probation.
- Not yet applied for graduation

Credit for Life Learning credits do not reduce the minimum required 30 credit hours of course work through Iowa Wesleyan University for a bachelor's degree.

Fees for credit for life learning credit granted are assessed at \$150 per credit hour. All fees are due within 90 days of assessment, and before credit will be recorded on your transcript.

Please contact the Office of Adult and Graduate Studies for guidelines and more information

Advanced Standing / Additional Degrees

Students who seek to earn an additional degree at IW after receiving a Bachelor's degree at IW or another institution will be treated as seniors for financial aid purposes. Such students must meet the following requirements to receive a degree from IW:

- Residency Requirement - last 30 semester hours at IW
- Service Learning Requirement - successfully complete one (1) course with a service learning component
- Writing Intensive Requirement - successfully complete one (1) course listed as writing intensive
- Major Courses - successfully complete all required courses for major

Enrollment Deposit

Residential (including international) students accepting their offer of admission to IW should submit their \$150 enrollment deposit. Transfer students are required to submit \$100. This amount is applied toward the first semester's tuition. The enrollment deposit must be paid prior to course registration. Students wishing a refund of their enrollment deposit should submit a written request to the Office of Admissions by May 1 for fall semester and December 1 for spring semester.

Early Admission

An early admission program is available for outstanding high school students at the end of their junior year. All early admission candidates must request a letter of recommendation from the high school principal. Students interested in early admission should write to the Dean of Admissions.

Post-Secondary Education Options (PSEO)

IW encourages above-average high school students to enroll in university courses. Work in this program is given full University credit at Iowa Wesleyan if the student later attends as a degree candidate. Acceptance into this program does not guarantee admission to the University as a degree candidate.

Readmission

Former students (not in attendance for one or more semesters) in good academic standing at the time of their departure from the University should write the Vice President for Academic Affairs to request readmission. An official transcript of any additional work from another accredited university should be submitted at least one month prior to the registration day for the next term as part of the readmission process.

Former IW students (not in attendance for one or more semesters) who were not considered to be in good academic standing must petition for readmission from the Committee on Academic Standards. This request must be submitted to the Vice President for Academic Affairs.

The University Student Review Board is established to provide a broad-based equitable recommendation as to the action which the University should take regarding extraordinary behavioral circumstances exhibited either by an enrolled student or a student seeking readmission who has 71 | Page previously been separated from the University under conditions as outlined in this procedure. Any member of the Board may refer a case of inquiry for review by the Board. Extraordinary Behavior: The term "extraordinary behavior" shall mean an instance or pattern of behavior by a student or applicant for readmission that falls outside the scope of the University Conduct Code or which

cannot be satisfactorily addressed within an academic unit, or which encompasses inseparable matters of discipline and academic progress. Which instance or pattern of behavior has, or may reasonably be anticipated to have, an injurious effect on the student, applicant or others, or a disruptive impact on the orderly processes, functions, and operations of the University. A history of incompatibility with other persons in the University community, threats of, or disruptive or harmful actions or activities, and relevant emotional and psychological conditions are examples of some types of behavior and circumstance comprehended by the term "extraordinary" but the term is not limited to these examples.

Students returning more than ten years from the date of their departure must follow the catalog current at the time of readmission. An exception to this limit is available to students who have completed all requirements for graduation except RSI. Any such individual may complete his or her degree by taking WS 320 Leadership and Service, and any additional electives that may be needed to complete the total hour graduation requirement. Inquiry may be made through the Office of the Registrar.

International Student Admission

Admissions Procedures

Students residing outside the United States, its territories, dominions and possessions must complete the following steps:

1. Apply for admission
2. Submit copies of the following documents via email to international@iw.edu:
 - a. Passport
 - b. Native language high school and college transcripts
 - c. English translation high school and college transcripts
 - d. Affidavit of Support
 - e. Bank statements showing sufficient funds to pay for one year of costs at the applicable international rate.
 - f. English proficiency (see below) score (in the form of TOEFL, IELTS, or EINKEN)
 - i. Students from English-speaking countries may submit an ACT or SAT score.

Enrollment Procedures

Upon acceptance for admission, the student will receive an I-20 with supporting enrollment documents. The student must complete the following steps:

1. Register with SEVIS and pay the fee.
2. Schedule and complete the VISA interview.
3. Pay the VISA fee.
4. Complete and return to IW via email the Medical History form and the Campus Residence Application.
5. Pay the IW enrollment deposit (online).
6. Make travel arrangements to IW.
7. Forward copies of the following to IW International Office:
 - a. SEVIS receipt
 - b. VISA confirmation email
 - c. Travel itinerary

English Proficiency

In order to be considered for admission, an international student must show English proficiency with a minimum score on an assessment accepted by IW (see below). Other examinations such as the CET may be accepted at the discretion of the Vice President of Enrollment Management. Students from English-speaking countries may provide ACT or SAT scores in lieu of a formal English proficiency scores.

Residents of the United States, its territories, dominions and possessions who are not native speakers of English are also required to demonstrate English.

English Proficiencies with Minimum Scores

Assessment	Minimum Score
TOEFL (Paper Based)	500
TOEFL (Internet Based)	61
GTEC CBT	1051
IELTS	5.0
EIKEN	Grade 2A
SAT	820
ACT	17
English Language Service Center	Level 112
Completion of IW ESL Program	

International students may be accepted without examination by formal agreement with their home institutions. Such agreements are generally made by the President of the University.

Non-degree Seeking 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).

Financial aid is not available for this type of student.

A foreign national must obtain approval from the International Office to enroll as this type of student.

Auditing Students

A person not currently admitted to IW who wishes to audit a course should submit a completed APPLICATION FOR ADMISSION FORM. Approval to audit a specific course must be obtained from the instructor of the class and from

the Registrar prior to registering for the course and is subject to available seating. No application fee, credentials, and enrollment deposit are required from an Auditing Student.

IW reserves the right to delay registration for auditing students in a course when that course may fill with regular students before the end of the registration period.

Guest Students (Non-IW students taking IW courses)

A college student registered for a degree program at another accredited institution may be admitted as a Guest Student at Iowa Wesleyan University during any semester or term as determined by course offerings and space available. An application fee, credentials, and enrollment deposit are not required. However, a letter of permission from the Registrar of the guest student's college or university must be provided to the IW Registrar prior to registration. A guest student form and instructions are available from the Office of the Registrar.

Visiting Students (IW students taking courses at other institutions)

A degree-seeking student at IW who wishes to take a course at another accredited institution may do so under the provision of the Visiting Student policy. To ensure the course at another institution will meet the intended purpose at IW, the student must complete the Visiting Student form and attach a copy of the course description from the other institution. When approved, the Office of the Registrar will send a letter to the other institution advising them of the student's standing at IW and intention for the course to be taken. This ensures that the course taken will transfer back to IW without delay or potential denial of transfer.

It is the visiting student's responsibility to provide an official transcript from the visited school to the IW Office of the Registrar. Upon receipt of the transcript, the course and credit hours earned will be posted to the transcript.

Prep-students (PSEO Students)

High school students enrolled for University courses.



Financial Policies

This section provides information about various rates and fees related to applying, attending, and graduating from IW. Additionally, it addresses policies related to student accounts, payments, and financial aid. Questions about this information can be directed to the Office of Business and Finance and the Office of Financial Aid.

Tuition and Other Charges¹

Initial Fees

Enrollment deposit payable upon admissions acceptance

Residential students.....	\$150
Commuter students (on campus)	\$100

Undergraduate Tuition and Fees²

Full-time

Fall or Spring semester (12-18 credits)	\$14,750
Extra hours above 18 during Fall and Spring (per credit hour).....	\$745

Part-time

Fall and Spring Semesters up through 11 credit hours (per credit hour).....	\$745
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Summer

Summer Independent Study	\$745
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Student Fees

Online Technology Fee, per credit hour	\$25
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Adult and Graduate Studies Tuition

Online Undergraduate, per credit hour	\$425
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Other Categories of Study

Age 55+, per credit hour per term	\$250
PSEO High school students, per course	\$250
Arranged short courses may be individually structured and charged	\$460
Independent, Directed Study course work: per credit hour	\$745

¹ Fees and rates are subject to change.

² Not including Adult and Graduate Studies

Audit

Undergraduate Fall and Spring semesters, per listed credit hour	\$373
Adult and Graduate Studies Students, per listed credit hour	\$250
Individuals aged 65 and older may enroll in up to two courses per term ¹	Free
Summer Audit.....	\$250

Special Fees

Change of registration – after free change period.....	\$25
Credit by examination – with special permission: per credit hour	\$50
Examination, extra or special, for reasons other than extreme emergency.....	\$25
Graduation.....	\$100
Returned check charge.....	\$30
Transcript.....	\$20
Replacement ID card	\$20
Residence Hall Card Key Replacement	\$100
Withdrawal fee.....	\$25
Nursing fee (majors), per credit hour ²	\$42

Residential Hall Charges

Board - Fall or Spring semester	\$3,250
<i>McKibbin and Sheaffer-Trieschmann Halls</i>	
Double room, per person	\$2,000
Double room, single occupancy	\$2,780
Single room.....	\$2,425
<i>Nimitz Hall</i>	
Suite.....	\$3,480

Summary of Typical Expenses (per semester)

Tuition.....	\$14,750
Student Service Fee	\$500
Room (Double room, each person)	\$2,000
Board	\$3,250
Total per semester ³	\$20,500

¹ No transcript is kept.

² The general nursing fee helps defray the costs of the program, which includes, but is not limited to, nursing student memberships, uniforms, simulation and lab supplies, specialized advising, pre-nurse licensure testing, and other equipment. Nursing fees are non-refundable.

³ This does not include books, travel, personal and casual expenses 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 Accounts

An estimated statement showing charges for the semester, and the financial aid expected to be credited to the student account for the semester, will be sent in June for the fall semester, and November for the spring semester. Included in this mailing are the IW payment plan form and options for payment, which must be completed by all students.

Full payment of your student account is due by July 15 for the fall semester and December 15 for the spring semester, unless you have set up a satisfactory payment plan with the Business Office. If full payment or an authorized payment plan has not been set up by these due dates, the University regards the account as delinquent. Students with accounts considered delinquent may have their enrollment in classes temporarily suspended until they have made approved payment arrangements. Students may also have their meal privileges, athletic participation, music activities, or other extracurricular activities suspended until payment arrangements have been made. In addition, students with delinquent accounts are not entitled to future registration, room, board or issuance of transcripts.

There will be a \$30 charge for each transaction returned due to insufficient funds.

Books are the responsibility of the student.

Payment Plan Option

For students choosing to use a payment plan, there are ten monthly payments per year, due July through April on the 15th of the month. If you are attending the July student orientation session, your first payment is due prior to or at the time of check in, and you will have nine remaining payments, August through April. The University accepts Visa, MasterCard, Discover, and American Express. A 1.5% monthly finance charge is applied to all past due balances.

If you are not paying your account in full in advance, you must sign up for a payment plan and select one of the following payment methods:

- Set up an automatic monthly credit card charge
- Set up an automatic checking or savings account charge (ACH transaction)
- All other payment methods are by approval only

Statements

Monthly statements will be sent to the home address on file for the first two months of each semester. After this time, students and/or parents can access the statement on the student portal.

Refunds will be given after the add/drop period of courses. Students need to stop in the Financial Aid office to pick up their refund or they will be mailed to the home address on file on Friday.

Refunds

General regulations governing refunds

- Refunds will be available after the account is paid in full, if there is a credit on the account.
- Refunds will be made the week after the add/drop date.

- Any credit balance associated with a payment that has been made by personal check will be delayed until the check used for payment has cleared the bank. Normally 10 business days will be allowed for such clearance.

The refund dates for 2018-2019 are:

		Refunds	
		Available	Mailed
Fall	Group		
	Traditional	September 13	September 17
	Online A	September 13	September 17
	Online B	November 1	November 5
		Refunds	
		Available	Mailed
Spring	Group		
	Traditional	January 31	February 4
	Online A	January 31	February 4
	Online B	March 28	April 1

Withdrawal

If a student officially withdraws from IW prior to completing 60% of the term, institutional charges for tuition and board will be charged based on the percentage of the term that has been completed. Financial aid awarded will be returned to the federal, state and institutional programs based on the same percentage. Outside scholarships will remain on the student account unless this creates an "over-award" situation or the donor specifically requests a refund. Example: If a student withdraws after completing 20 percent of the term, the student will be charged for 20 percent of tuition and board and retains 20 percent of the financial aid. No reduction in room is given.

Steps to determine financial aid that has been earned by student:

Withdrawal date, the day the student withdraws is the date (determined by the school) that:

- The student began the withdrawal process prescribed by the school
- The student otherwise provided the school with official notification of the intent to withdraw
- Is the midpoint of the payment period of enrollment for which Title IV assistance was disbursed (unless the institution can document a withdrawal date) if the student does not begin the school's withdrawal process or notify the school of the intent to withdraw
- Last date of attendance at a documented academically related activity

If the school determines the student did not begin the withdrawal process or notify the school of the intent to withdraw due to illness, accident, grievous personal loss or other circumstances beyond the student's control, the school may determine the appropriate withdrawal date.

Determine the percentage of term completed by the student. The portion of the term completed is based on calendar days from the first day of the term through the last scheduled day of finals, including weekends and breaks of less than five days. If the calculated percentage is equal to or greater than 60%, the student is considered to have "earned" all aid and no adjustment will be made to charges and financial aid.

$$\text{Days Attended} \div \text{Days in Enrollment Period} = \text{Percentage Completed}$$

Percentage completed is applied to the Title IV aid awarded to determine the student's eligibility for financial aid prior to withdrawal.

$$\text{Total Aid Disbursed} \times \text{Percentage Completed} = \text{Earned Aid}$$

Determine the amount of unearned financial aid to be returned to the appropriate Title IV financial aid programs.

$$\text{Total Disbursed Aid} - \text{Earned Aid} = \text{Unearned Aid to be Returned}$$

If the aid already disbursed is greater than the earned aid, the difference must be returned to the appropriate Title IV aid program.

If the aid already disbursed is less than the earned aid, a late disbursement will be made to the student.

Determine if the institution and/or student must return the unearned funds.

Iowa Wesleyan Financial Aid Office is required to return any unearned FSA funds that were disbursed to a student's account within 45 days. Return of unearned federal financial aid program funds will be made in the following order:

- Unsubsidized Stafford Loans Subsidized Stafford Loans Perkins Loans
- Federal PLUS Loan
- Federal Pell Grant
- Federal Supplemental Educational Opportunity Grant
- Other Title IV assistance

The student will receive a statement from the Business Office informing them of the funds that have been returned on his/her behalf. The student will be required to return unearned aid that was directly disbursed to the student. Unearned loan funds must be repaid by the student under the terms and conditions of the promissory note. Unearned grant funds must be returned to the Department of Education. A student must make arrangements to return grant funds within 45 days of receiving notice from the Financial Aid Office. Failure to make payment arrangements will result in the loss of FSA eligibility.

Post Withdrawal Disbursement- Determine earned aid that has not been disbursed.

$$\text{Total Aid Earned} - \text{Total Aid Disbursed} = \text{Earned Aid not Disbursed}$$

Grant aid that was earned, but had not been disbursed before the student withdrew, will be applied to the student's account within 45 days. Loan proceeds that could be disbursed after the student withdrew will only be disbursed if the student requests a disbursement within 14 days of receiving notice from the Financial Aid Office of his/her eligibility of a post-withdrawal loan disbursement.

Students may withdraw their complete registration prior to the last thirteen weekdays of the term. Following that time one may not withdraw. To officially withdraw a student must complete a form which can be obtained at the

Registrar, Student Life or Financial Aid/Business offices. Adult and Graduate Studies students wishing to withdraw should contact the Adult and Graduate Studies Office.

This policy does not apply to a student who withdraws from some courses but continues to be enrolled in other courses. If a student withdraws from a class after the add-drop date, a "W" will be received through the last day to withdraw from the class and no refund will be given.

If at the end of the semester a student does not receive a passing grade, their faculty will be asked to determine the last date of attendance in their course, to determine if they earned their F's or if they stopped attending earlier in the semester.

Dropping a Class

During the first week of a semester the charge of the dropped course is refunded. After the drop/add period no change in aid is made unless a student withdraws from all courses.

Financial Aid

IW recognizes both the value and cost of higher education. To help students know the former and meet the latter, IW has developed a generous financial aid program. Scholarships, grants, and loans are available to deserving students who demonstrate their eligibility. Full documentation is available from the Office of Financial Aid.

Types of Aid

Work Study

On-campus jobs are awarded to students who show a need for financial assistance. Average range is \$1,000-\$2,000 per academic year. The priority deadline for work study is April 1st. A student is eligible to work 8 hours per week at the state or federal (whichever is larger) minimum wage per hour to earn this award. Work study employment is through the Federal Work Study Program or the University's own employment program. Employment opportunities are intended to help students learn new skills in a variety of work settings. Work study can provide valuable experiences while enhancing student resumes.

Student Loans

Loans can be awarded to a student regardless of need. A student must be enrolled at least half-time to qualify for a loan under the Stafford Loan Program. Amounts are based on the student's filing status and grade level. Repayment begins six months after the student is no longer enrolled at least half-time in any University or university. Borrowers must provide a Loan Information Form to the Financial Aid Office indicating the amount they desire to borrow. Loans will be applied in two equal disbursements.

Federal Subsidized Stafford Loan

This loan is need-based and eligibility is determined from the results of the Free Application for Student Aid. Interest payments are made by the federal government while the recipient is at least a half-time student. A student must be

enrolled at least half-time to qualify for this loan. Subsidized loans have a 4.45% fixed interest rate, 1.066% origination fee, with a 6 month grace period.

Federal Unsubsidized Stafford Loan

This loan is not based on financial need, although a Free Application for Student Aid must be filed. The student is responsible for the interest. Interest starts when the first disbursement is made. The student can choose to pay the interest or have it capitalized with the principal. Students must be enrolled at least half-time to receive funds from this program. Unsubsidized loans have a 4.45% fixed interest rate, 1.066% origination fee, with a 6 month grace period.

Stafford Subsidized + Unsubsidized Annual Maximum Loan Limits			
Classification	Credit Hours	Dependent	Independent
		(Subsidized + Unsubsidized)	(Subsidized + Unsubsidized)
Freshman	< 23.9	\$3,500 + \$2,000	\$3,500 + \$6,000
Sophomore	24.0 – 55.9	\$4,500 + \$2,000	\$4,500 + \$6,000
Junior	56.0 – 87.9	\$5,500 + \$2,000	\$5,500 + \$7,000
Senior	88.0 >	\$5,500 + \$2,000	\$5,500 + \$7,000

Endowed Scholarships

Created by donor contributions, these specific, endowed scholarships will perpetually provide assistance for Iowa Wesleyan students. The scholarships are created each year from the fund's earnings and growth, with the principle remaining intact. An endowed fund becomes a named and active scholarship when the gifts contributed to it reach or exceed \$25,000. (Some scholarships were formed with a specific designation, geographically or by field of study, and that preference is indicated.)

How to Apply for Financial Aid

Students apply for almost all forms of financial assistance by completing the Free Application for Federal Student Aid (FAFSA) at www.fafsa.ed.gov. IW has an institutional priority filing deadline date of April 1.

Submit an application for admission to IW. You must be accepted to IW in order to receive any financial assistance.

Complete the Free Application for Federal Student Aid (FAFSA) and list IW (Title IV Federal school code: 001871). Please file as soon as possible after October 1, the earliest date each year the FAFSA may be submitted to the Federal Student Aid Program.

Thirty percent of students are selected by the Federal Government for verification. If you are selected, we will notify you in writing requesting the necessary documents. The awarding process begins approximately mid-December.

Satisfactory Academic Progress

Federal regulations (General Provision CFR 668.1) require that IW review the academic progress of students who apply for and/or receive financial assistance. To be making satisfactory academic progress toward a degree, students

must maintain specified GPAs and proceed through the program at a pace leading to completion within a specified time frame. This regulation applies to each financial aid applicant, whether a previous recipient or not.

Satisfactory academic progress is evaluated at the completion of each semester, including summer.

The maximum time frame for completing an academic program cannot exceed 150% of the length of the program as measured by credit hours or semesters. In order to ensure that steady progress is being made, students must make incremental progress toward the degree with passing grades.

Students with incomplete grades are required to complete work within five weeks after the regular semester to receive their final grade. An incomplete grade that is not removed at that time will become an F. Withdrawal from a course does not affect a student's number of credit hours. Repetition of a course results in both grades being counted in cumulative average toward student's progress. A student that transfers credits in will have those hours counted as earned and attempted hours when calculating their progress.

The student must maintain at least the GPA as designated in the chart below to maintain progress. In addition to maintaining the GPA specified below, a student must complete two-thirds, or 67%, of all cumulative attempted course credits to maintain satisfactory academic progress. The following chart indicates the schedule that must be maintained in order to have financial aid disbursed.

Credit Hours Earned	Required Pace	Cumulative GPA (Earned ÷ Attempted Credit Hours)
< 23	1.50	67%
24 – 55	1.75	
56 >	2.0	

*- do not align w/
our academic
probation
policies*

Financial Aid Warning

Students failing to meet Satisfactory Academic Progress (SAP) standards will receive a warning and will continue to receive financial aid for one semester/session. By the end of the following semester, the student must have met the stated minimum GPA and completion requirements as defined above. Failure to progress after the warning period will result in probation (after a successful appeal) or loss of all federal, state and institutional financial aid.

Appeal Process

A probation letter describing the appeal process and an appeal form will be provided from the Financial Aid Office. The appeal must include why student was unable to make academic progress and what circumstances have changed to allow student to make academic progress by the next evaluation. Examples of special or unusual circumstances are a personal injury or illness, death of a relative. The appeal form must be submitted to the Financial Aid Office for evaluation. The University will respond to the appeal in writing within two weeks of the set appeal deadline.

Financial Aid Probation

The student will continue to receive financial aid through probation for one additional semester/session when academic progress will again be evaluated. At end of probation, student must be making SAP or following an educational plan established by appropriate parties to continue receiving financial aid. Failure to make SAP or follow an educational plan will result in loss of all federal, state and institutional financial aid with no appeal disbursed is greater than the earned aid, the difference must be returned to the appropriate Title IV aid program.





The following information is excerpted from the IW Student Handbook which may provide more in-depth information on the topics covered here. Students are responsible to obtain, familiarize themselves with, and abide by the handbook.

Student Development Philosophy

The Office of Student Development attempts to facilitate the new student's adjustment to the University environment and aid all students as they navigate the challenges of life while in college. The responsibilities of developing the student begin once a student is admitted to IW. The registration/orientation sessions held in spring and summer, as well as at the beginning of the semester, serve to acquaint new students with the campus and university life. The Office of Student Development works with administrators, faculty, and staff to provide not only a strong knowledge base, but opportunities for growth and development of our students. A major part of the educational process is learning about self and how to relate to others. With this philosophy, the Office of Student Development provides services to students to enhance the uniqueness of each individual in his/her development.

Social Engagement

Efforts are made to assist the student in becoming a fully developed, unique, whole person in body, mind and spirit. Students mature through all kinds of interpersonal activities and relationships as well as through academic endeavor. Therefore, a wide variety of activities are planned and coordinated through various office and campus organizations. A list of student organizations appears elsewhere in this section.

Housing

Residential Requirements – Domestic Students

IW is firmly committed to the philosophy and practice of a residential university. We believe that the opportunity to live and study in community is a primary and essential element of such a philosophy. The University stresses a campus living environment of civility and respect that fosters student learning and success. To this end, all full-time unmarried students who do not live with parents at their primary residence within 30 miles (enrolled before Fall 2015) or within 60 miles (enrolled Fall 2015 or after) of campus are required to live in residential facilities.

Exceptions to this rule may be made for students 23 years of age and older on the first day of classes in August, students living with dependent children, and military veterans with at least two years of active military service.

Residential Requirement - International Student

The experience of spending a semester or more in the United States is significantly enhanced by a full immersion in the campus experience. Therefore, it is IW policy that all international students will live in our residence halls, where they will interact with American students and participate in many university activities, exposing them to the breadth of American culture and life. International students will be expected to live in the residence halls for their entire enrollment at IW.

Residence Halls and Suites

Students are housed in University residence halls and suites. McKibbin houses men, Sheaffer-Trieschmann houses women, and Nemitz is co-ed. Roommates are assigned without discrimination as to race, creed, sexual orientation or national origin. Each student is furnished a bed, dresser, study desk, chair and closet space.

Trained students serve as Resident Assistants who live on each floor of the residence halls. They assist students and help maintain a safe and comfortable living environment.

Food Service

All residential students at IW participate in the University dining service board program offered at Wesley's Diner. Food service staff attempts to meet special dietary restrictions. Special dietary arrangements may be made with the general manager if prescribed by a physician.

Residence hall students are enrolled in the Marquis meal plan. This plan is designed as a continuous dining option for students. Students can use multiple meal swipes per day upon entry into the dining hall during service hours. The menu variety changes with the main meal periods throughout the day with options being available Monday - Friday from 7:30 a.m. - 7 p.m., and on the weekends from 11 a.m. - 6:30 p.m. While multiple meal swipes are available to each student every day, meal plan swipes must be used by the student listed on the plan, are not transferrable and expire at the end of each semester. This meal plan is dine-in (including the lounge area) and includes a carry-out option coordinated through food service.

Commuter students, and Faculty/Staff have the option of selecting the 50/50 block meal plan. This plan includes 50 meals plus an additional \$50 munch money that can be used for selected retail items available in the Chadwick Cafe' or for meals after the first 50 meals have been used. The 50/50 block plan costs \$300 per semester. Any remaining amount in the munch money only can be transferred from the fall to the spring semester. The staff at Sodexo can assist you with questions you may have with this plan.

Health Care

Insurance

The University encourages students to carry adequate health insurance protection since students are responsible for all health care costs incurred while a student at the University. All students participating in intercollegiate athletics are required to carry personal health insurance. Students are able to purchase personal insurance through an IW insurance provider (contact Human Resources). All students participating in intercollegiate athletics are secondarily covered for athletic-related injuries by an additional health insurance policy and by a catastrophic athletic injury policy. Coverage by the catastrophic plan begins once a student's total medical costs related to the athletic injury reach \$25,000.

International students are required to purchase student health insurance each fall and spring semester they are enrolled. Coverage is limited to the academic year (fall and spring semesters).

Immunization

All students living on campus must provide documentation from a physician of the following prior to moving into the residence halls:

- Proof and date of having had measles, mumps and rubella, or
- Documentation of two doses immunization for MMR after 1980, or
- 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 University 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.

Medical Withdrawal

When illness or injury makes it necessary for the student to withdraw from the current term (after the close of registration), the student may (under certain circumstances) request a medical withdrawal. This affords the student options regarding the academic record (transcript) for health reasons.

Counseling Services

Personal Counseling

Counseling assistance is available to assist students with a variety of issues that might hinder personal and academic success. These issues include help in adjusting from being away from home, financial difficulties, roommate conflicts, relationship problems, depression, or any number of other personal issues. A part-time professional counselor is available to students at no charge on campus in a confidential setting.

Career Counseling

One of the hardest questions a person has to answer is 'What do I want to be after graduation'? The Office of Career Development & Internships at IW can assist students in answering that question. From the first campus visit to graduation day, students can receive assistance in deciding on a major, exploring careers, designing a resume, preparing for that first professional job interview and planning for graduate school. A number of free resources are available through the office to assist students with planning their future while attending IW.

Academic Advising

Each student is assigned an academic advisor to help design an individually tailored academic program. Students should be sure to consult their advisors before making changes in class schedules. This advisor is also available to discuss any areas of concern.

Student Conduct and Behavior

The University is a community of scholars in which the ideals of freedom of inquiry, freedom of thought, freedom of expression, and freedom of the individual are upheld and sustained. However, the exercise and preservation of these freedoms and rights require a respect for the rights of all in the community to enjoy them to the same extent. It is clear that in a community of learning, willful disruption of the educational process, destruction of property, and interference with the orderly process of the University or with the rights of other members of the University community cannot be tolerated. Students enrolling in the University assume an obligation to conduct themselves in

a manner compatible with the University's function as an educational institution. To fulfill its functions of imparting and gaining knowledge, the University retains the power to maintain order within the University community and to exclude those who are disruptive of the educational process.

Higher Education 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 University, its customs, and its traditions are contained in the *Student Handbook* updated each Fall, as needed and made available to all students on-line. All students are responsible for reading and observing the rules and regulations contained in the *Student Handbook*.

IW is required to keep a log of substantive complaints for the North Central Association of Colleges and Schools in keeping with Federal regulations. A complaint for purposes of this policy is defined as a written, dated, signed statement from a student submitted to the Chief Executive Officer, Vice President for Academic Affairs or the Vice President for Student Development and Dean of Students. 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.

Career Development & Internships

The Office of Career Development & Internships assists students throughout their university experience in assessing personal interests, exploring careers within a chosen major, developing job search skills and materials and exploring graduate school and employment opportunities.

A trained career counselor will guide and support students as they prepare for the transition from university life to career. One-on-one assistance is available to assist students with assessing career interests, resume and cover letter writing, job searching skills, interview preparation, utilizing online resources, networking and graduate school applications. Free handouts are available on a variety of topics. Programs on dining etiquette and networking with professionals are also held throughout the year. Individual appointments may be scheduled at the office for one-on-one support and guidance through the self-assessment and job search process.

A career resource library is available within the center for students to access career and job-related information. Free materials on careers, job search tools, interview preparation and graduate school are also available for students.

Iowa Wesleyan Office of Career Development & Internships is a member of the Iowa University Recruiting Network (ICoRN) whose mission is to enhance career opportunities for students by providing innovative and efficient services that connect students with employers. Membership with the network allows students at IW to participate in events such as Career Fairs and Mock Interview Days. These events are selective and sponsored through joint efforts of career services offices at independent colleges and universities throughout Iowa.

For more information on the office and services provided, contact the director at 319-385-6375 or visit the office on the first floor of the Holland Student Union. Hours are 8:00 AM to 5:00 PM, Monday through Friday. Information can also be accessed online at <https://www.iw.edu/career-development/>.

Athletics

Iowa Wesleyan's program of intercollegiate athletics is organized and conducted as an integral part of the educational program. The University is nationally affiliated with the NCAA (National Collegiate Athletic Association) Division III and is a member of the SLIAC (St. Louis Intercollegiate Athletic Association) and the UMAC (Upper Midwest Athletic Conference) for football. Iowa Wesleyan offers intercollegiate teams for women in cross country, basketball, golf, soccer, softball, and volleyball. Iowa Wesleyan offers intercollegiate teams for men in baseball, basketball, cross country, football, golf and soccer. All students, regardless of major, who might be interested in participating in these sports are encouraged to become involved.

Athletics Mission/Philosophy Statement

IW is committed to providing a program of intercollegiate athletics that is student-centered. The University believes that the primary function of intercollegiate athletics at a small church-related, liberal arts university is one of a high quality co-curricular complement to its overall mission. As such, academics have priority over athletic or other co-curricular pursuits.

Iowa Wesleyan athletics is founded on a student-first philosophy. Those who participate in intercollegiate athletics are expected to apply themselves in the classroom, meet all academic requirements and make steady progress toward graduation.

IW athletes understand the balance of priorities between academics and co-curricular programs, whether the latter are athletics, the performing arts, or other student activities. IW coaches understand this balance of priorities, and seek to recruit students who will be successful student-athletes.

Intercollegiate athletics at IW is a powerful learning experience for the development of excellence, goal directed behavior, appreciating one's role within a larger group, overcoming adversity, time management, and prioritization of competing values. Iowa Wesleyan is committed to providing the best leadership, support services, and competitive environment that its resources will allow to ensure a quality intercollegiate athletic experience for all student-athletes.

The University is committed to instilling and developing the values of superlative ethical conduct and fair play among its athletes, coaches and student spectators. Furthermore, IW recognizes that student-athletes are role models to their peers as well as representatives of the University, and the University actively expects student-athletes to conduct themselves in a manner which befits those roles.

IW is committed to gender equity and values cultural diversity. It strives to ensure that all individuals and all teams are treated with the same level of fairness, resources, and respect so that all athletes are afforded an equal opportunity to develop their full potential on and off the playing field.

Student Activities and Organizations

Membership Qualifications for Organizations and Activities

Student organizations at IW offer a variety of involvement opportunities. Groups focus on special interests, professional organizations, religious groups and so much more! Students can explore new interests or feed their passion in the existing organizations. If students are unable to find groups to connect their passions to, forming a new organization is always a possibility.

Individual organizations and/or activities may establish minimum standards for eligibility (for example, minimum GPA.) All organizations are expected to use non-discrimination selection practices, including but not limited to those based on race, creed or national origin.

General Organizations

Cheerleading

The purpose of cheerleading is to promote, create and uphold team spirit, pride and loyalty, develop good sportsmanship and relations in the community between teams and squads during events. Currently the IW Cheer Squad is a student organization involved in Tiger Athletics. It does include stunting but isn't a competition squad at this time. Tryouts are held in April each year for the following Fall semester. For more information contact the Office of Student Development.

Drama/Theatre

Students have the opportunity to participate in drama productions of the Mount Pleasant Community Theatre Association. The participation may be either through auditioning for an acting role or by working in some backstage capacity with lighting, sound, props, costumes, set construction, makeup or publicity. Some productions are held on the campus and students are admitted free of charge.

Fellowship of Christian Athletes (FCA)

FCA encourages, supports, and inspires students in their Christian faith and to honor and glorify God. All students are welcome to attend, one does not have to be an athlete to participate.

Homecoming Committee

The purpose of this group is to plan and execute activities that capture the traditions of homecoming at IW.

Multi-cultural Awareness Organization (MAO)

The purpose of this organization is to encourage the IW student body to succeed academically and socially, in an effort to promote character, diversity, social events, and community involvement around campus.

Orientation Crew

The purpose of this group is to welcome new student and their guests to IW during summer and fall New Student Orientation.

RealTalk - Student Bible Study

Students who come together to read and discuss God's word and support each other. Bible Study takes place on Tuesday at 8pm.

Student Athlete Advisory Committee (SAAC)

The purpose of SAAC is to generate a student-athlete voice within the institution and conference; to review and respond to proposed NCAA legislation; to actively promote IW athletics; to promote a positive student-athlete image; to increase fan support at athletic contests; and to support the campus and conference community through community outreach efforts, with a primary focus on the NCAA Division III SAAC and Special Olympics partnership.

Student Ambassadors

The IW Ambassadors assist Admissions by welcoming prospective students and parents to campus.

Student Government Association (SGA)

The purpose of the Student Government is to coordinate the interests and activities of the student body and share in the responsibilities of university governance as it directly affects student life.

Students Today Alumni Forever (S.T.A.F.)

The association made up of current students acts as an extension of the Alumni Office to create awareness of students and alumni activities on and off campus, thereby strengthening the relationship between the university, its alumni, and the community.

Student Union Board (SUB)

The Student Union Board promotes student activities on campus, igniting your social life! SUB brings a wide variety of performers to campus such as musicians, magicians, hypnotists, speakers, comedians and much more. The group coordinates events like Bingo, Wesleyan's Got Talent, \$2 Movies, Casino Nights and more.

Campus Religious Life

IW is a faith based institution that has been affiliated with the United Methodist Church since 1849. Our Christian and Wesleyan heritage understands success as the holistic incorporation which calls us to promote spiritual growth as well as intellectual development. IW provides opportunities for worship, spiritual development, counseling, fellowship and mission. We encourage every student to join a nearby church or religious organization and take part in religious life programs on and off campus. The University and First United Methodist Church of Mt. Pleasant are strong supporters of one another. First United Methodist pastors assist the University in serving in pastoral roles on campus when requested.

Greek Life

ALPHA XI DELTA SORORITY

Alpha Xi Delta is a national sorority whose vision is "Inspiring women to realize their potential." Therefore, they dedicate themselves to helping members maximize their own strengths and talents while offering a sisterhood that is meaningful, genuine and fun.

PI DELTA CHI

Pi Delta Chi is a local sorority whose focus is to promote sisterhood, to mature and progress into sophisticated and well-rounded women, to cultivate leadership, to contribute service within our community.

THETA SIGMA RHO

Theta Sigma Rho is a local sorority founded by IW Women and is a great opportunity to grow sisterhood and develop Greek life at IW.

ZETA PSI MU

Zeta Psi Mu is a local fraternity founded by IW men and focuses around four core values: responsibility, honesty, hard work, and community.

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 IW campus:

Beta Beta Beta

A national biological honorary society for students and biology majors of high scholastic standing, dedicated to improving the understanding and appreciation of biological study.

Sigma Tau Delta

Advances the study of the chief literary masterpieces, encourages worthwhile reading, promotes the mastery of written expression, and fosters a spirit of fellowship among students specializing in the English language and literature ever keeping in mind our international motto: Sincerity, Truth, and Design.

Professional Organizations

A wide variety of organizations make it possible for every student to find friends and activities to fit his/her own interest and aptitudes. These are:

American and Iowa Choral Directors Association

For students interested in choral music.

Behavioral Science Club

Open to Psychology, Human Services, and Criminal Justice majors and others.

NAfME-National Association for Music Educators

Open to any student interested in music education.

Student Nurses Association

Open to students enrolled in the nursing program or interested in healthcare.



General Academic Information

Program Offerings

Degrees

Iowa Wesleyan University offers the Bachelor of Arts (B.A.), Bachelor of Science (B.S.), Bachelor of Science in Nursing (B.S.N.), and Bachelor of Social Work (B.S.W) degrees.

Bachelor of Arts (B.A.)

- Christian Studies
- Digital Media Design
- Music
- Humanities
- Selected Studies

Bachelor of Science (B.S.)

- Biology
- Business Administration
- Criminal Justice
- Educational Foundations
- Elementary Education
- Exercise Science and Wellness
- Human Services
- Physical Education
- Psychology
- Secondary Education Science
- Selected Studies

Bachelor of Science in Nursing (B.S.N.)

1. Pre-licensure to BSN
2. LPN to BSN
3. RN to BSN

Bachelor of Social Work (B.S.W.)

- Social Work

Multiple Majors and Dual Degrees

For those desiring two different degrees, a BA and a BS for example, 150 credit hours must be earned with at least 70 hours of upper level credit.

Majors

Students should select a major within one of the academic divisions. They are assisted in this choice by means of faculty advising 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. *Change of major late in a student's academic career should be considered in light of the time and cost of additional terms of study and access to projected remaining financial aid.*

Majors are offered in:

- Biology (with concentrations in: Biological Studies, Medical Sciences, Physical Therapy, Occupational Therapy, Veterinary Medicine, Chemistry, Medical Technology, Environmental Health, and Natural Resource Conservation and Law Enforcement)
- Business Administration (with concentrations in: Accounting, Finance, Health Care Management, Human Resource Management, Marketing, Management, Sport Management, Applied Sciences, Criminal Justice, Health Care Management, Human Services, and Music Business.)
- Christian Studies
- Criminal Justice
- Digital Media Design
- Educational Foundations
- Elementary Education (with Endorsements in: Early Childhood, Reading, Special Education, Mild/Moderate, and K-8 Basic Science)
- Exercise Science and Wellness
- Human Services
- Humanities
- Music (with the option for Teacher Licensure)
- Nursing (Pre-Licensure to BSN, LPN to BSN, or RN to BSN)
- Physical Education (with Endorsements in: Health and Athletic Coaching)
- Psychology
- Social Work
- Secondary Science Education
- Selected Studies

Student Enrichment

IW provides a learning experience that extends beyond the classroom to enrich and engage students at deeply and prepare them fully for lives in both career and community.

Experiential Learning

The IW academic program features an innovative approach to education, blending the positive elements of the liberal arts tradition with career opportunities to offer a distinctive model that effectively bridges academic and

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

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

- a curriculum-wide emphasis on Life Skills
- service-learning
- career experience as well as a career emphasis in student activities, University work-study and other campus opportunities.

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

Life Skills Learning Outcomes

The IW Institutional Learning Outcomes - the "Life Skills" - of Communication, Problem Solving, Valuing, and Social Effectiveness were originally adopted as Institutional Learning Outcomes in 1982. The faculty and administration at the time 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 Life Skills help foster coherence across the curriculum and in all elements of co-curricular life. They embrace the meaning of community to include learning from each other and from the whole of the larger community to which IW belongs.

As the university and its curricula evolved since that time and as necessary graduate skills have changed, it became apparent there was a need to review both the scope and nature of the university's institutional learning outcomes. Still called "Life Skills," beginning in 2015, the university revised the original four Institutional Learning Outcomes into three overarching Institutional Learning Outcomes:

- **Communication:** Students will show proficiency in acquiring, processing, and transferring information in a variety of ways, including written communication, oral communication, and information literacy.
- **Critical Reasoning:** Students will strategically apply critical thinking and problem-solving skills.
- **Civic Engagement:** Students will develop the knowledge, skills, values, and motivation to actively engage in communities to promote social justice and human welfare.

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

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

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

The Center for Service Learning

"Powerful learning...significant service"

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

Course-based, Academic Service Learning: An IW requirement

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

Traditional day students will complete academic service-learning courses as part of their graduation requirements. The number of SL courses a student must complete varies depending on his or her classification at the time of enrollment at IW as a degree-seeking student.

Tier	Year	Hours Earned	Number of SL Courses
1	Freshman	23 or fewer	4
2	Sophomore	24 – 55	3
3	Junior	56 – 87	2
4	Senior	88 or more	1

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

Adult and Graduate Studies Online students will complete WS320, Leadership and Service. This service-learning course is the online students' only mandatory service requirement for their degree.

Co-curricular Volunteerism

The Office of Career Development and Internships (OCDI) encourages students to get involved in other non-credit-bearing volunteer opportunities as well. Many clubs, organizations, and fraternities and sororities offer ways to serve others from awareness campaigns to local community clean up-projects.

Internships

Internship Mission Statement

The Office of Career Development and Internships at IW supports the mission of the University by combining the values of a liberal education with those of professional preparation. Internships are a key component of how our programs provide opportunities to acquire the necessary theoretical and applied knowledge, which permits students to function effectively in professional life and a changing global environment. Working with practicing professionals provides students the opportunity to integrate theory with practical learning. As part of a student's participation in the Internship process, they will be evaluated in the workplace regarding the Institutional Learning Outcomes of Communication, Critical Reasoning and Civic Engagement. As a result of participating in experiential learning programs, students will be prepared to face challenges and issues which they will continue to encounter throughout their professional careers.

Rationale and Process

The Internship program at IW is an academic class in an atypical classroom setting - the real world. Each student is required to complete an Internship (education and nursing excluded) by attaining experience outside the classroom from field experts and professionals. In doing so, students will earn a minimum of six (6) hours of academic credit, which translates to 240 clock hours in one or more professional placements. Working with accomplished professionals in their field, students apply their academic knowledge and abilities while learning additional "hands on" knowledge and skills. Internships at IW provides each student with an individual and unique opportunity. Through numerous Internship sites of diverse work settings and employees, each experience is singular and unique to the student involved.

Typically, students complete the Internship requirement in their junior or senior year. The experience is designed to be a learning process - from initial contact to the final hour at the site. The student initiates the process early in their junior year by speaking with their advisor about the Internship requirement. The next step is to contact the Office of Career Development and Internships. During the initial meeting with the Director, the student receives a divisional folder, including all documents related to the arrangement and completion of the experience. It is important to note that approval of experiences, by the student's advisor and divisional liaison, must happen before the last scheduled class day in the semester prior to the work. Note: the approval deadlines for summer and fall experiences are the same (prior to the last scheduled class day of spring semester).

The Office of Career Development and Internships, located in the Student Development Suite in the John Wesley Holland Student Union, assists in guiding the student through the Internship process while also monitoring the student's progress. The Internship process is "career oriented," assisting the student in the development of a résumé, job hunting skills, communication with professionals, interviewing experience and others in addition to the on-site experience.

Faculty in the student's major approves their Internship prior to the beginning of on-site participation or hours. The designated divisional liaison also assigns the student's grade at the completion of the experience. The Internship requirement benefits students in many ways, including:

As students seek placement they practice career-building skills, including researching prospective employers, résumé construction and interviewing.

As students complete the experience they build relationships with professionals who can serve as mentors as the student seeks out their own career path. Additionally, our graduation outcome profiles show these experiences often produce offers of employment.

Students are able to utilize classroom skills in a professional setting. They assess how their strengths and interests match employment trends in the field while gaining the confidence and experience essential to their early success as professionals.

Types of Internship

Students satisfy the Internship 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 arranged through the Office of Career Development & Internships.

Career Applications - Employed students may arranged a professional learning project - including research, case studies and professional problem solving - in their current place of employment. Each project is for 2 - 6 credit hours, with the precise number of hours depending upon the student's major. Career Applications are arranged through the Office of Career Development & Internships and are completed in an off-campus setting.

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

Education students and nursing students fulfill the internship requirement through student teaching and nursing clinicals respectively.

NOTE: Education student teaching and Nursing clinical placements, due to regulatory and accrediting requirements, are determined through their respective divisions and not through the Office of Career Development & Internships.

Internship & Double Majors

Students who elect to complete more than one major may satisfy the Internship requirement with a single placement if the placement directly relates to each of the majors the student is pursuing. This placement must satisfy the requirements of each of the majors and must be approved by faculty in each major.

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

Internship & Adult and Graduate Studies (AGS) Online Students

The Internship is an academic requirement and is therefore required of all students earning a degree at IW. Learners in the online program benefit from Internships 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 Internships while maintaining their current employment and/or other obligations. These challenges can be address by using one of two options for the completion of the Internship requirement.

Option one: complete the Site Based Analytical Project, an Internship completed at the student's current workplace. Students work with professionals in their field to conceive a project distinct from their current duties. The project requires research, proposal building, or project planning in the student's field. Analytical projects are usually completed under the supervision of a professional who does not normally supervise the student in his/her regular duties. The Site Based Analytical Project places a premium on the student's initiative, both in conceiving projects and seeing them through to completion. Proposals made by the student need not be implemented by the employer in order for academic credit to be awarded.

Option two: students with appropriate previous or current professional experience may petition to pursue a coursework option. If the petition were approved, the student would complete a corresponding number of credit hours (customarily 6) in their major at the 300 level or above in lieu of the customary Internship requirement. All petition materials should be obtained from, and inquiries directed to the Assistant Dean of Adult and Graduate Studies and the Director of Career Development & Internships. Approval for these petitions will be under the direction of the Assistant Dean of Adult and Graduate Studies and the Director of Career Development & Internships.

Career Preparation

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

- Business Administration (see the Division of Business on page 77)
- Law enforcement and corrections (see Criminal Justice major on page 134)
- Music teaching (school & studio), performance, music business & sales (see Music on page 111)
- Human services and nonprofit work (see Psychology major on page 111)
- Teaching - early childhood, elementary, and secondary levels (see Division of Education on page 84)

Learning Enhancement

← Advising section.

Library

The mission of Chadwick Library is to support the educational goals of IW by providing collections, services, facilities and staff to meet the needs of the IW academic community. Chadwick Library is open seven days a week for 82 hours of service each week during the academic year.

Library resources include a collection of 109,000 volumes, a variety of current print subscriptions, as well as over 36 electronic databases. The Library is also home to the IW Archives, Archives of the Iowa Conference of the United Methodist Church, and the Newsom Special Collections Room.

Access to the library collection is provided through Worldcat, a cloud based online catalog. Links to electronic books, periodical databases, discipline-related websites, and other online resources are provided through the Chadwick Library home page (<http://chadwick.iw.edu/>). Off-campus students can access these same resources with a campus network id and password from the Iowa Wesleyan ITS office.

Along with locally owned resources, the collections of 17,000 other libraries throughout the world are accessible through the Library's membership in OCLC, an international cataloging and interlibrary loan network. Through

OCLC's FirstSearch and through access to the Internet, librarians and patrons have access to research databases beyond the Library's walls.

As members of the principle academic support service on campus, librarians are committed to teaching the skills that enable students to become information literate in an era when the individual has almost limitless information choices and may have to select information from a wide range of reliable and unreliable sources. Librarians assist students in locating information for class assignments and research projects. Instruction in information retrieval is available through classroom lectures, special seminars, and printed materials. Operating under a point-of-need contact philosophy, students learn both basic and advanced research skills. Chadwick Library offers an outstanding learning environment which combines the best of traditional collections with advanced information technologies to prepare students for lifelong learning.

Office of Academic Success and Inclusive Support (O.A.S.I.S.)

The Office of Academic Success and Inclusive Support (OASIS) exists to help students develop the skills needed to be successful in a liberal arts University environment and to become independent learners. The goal is to help students to not only succeed at IW, but also become lifelong learners and to excel in areas of academic interest. To promote the Life Skills emphasis of the University, the OASIS offers academic support services as needed.

The OASIS offers several courses for academic credit ARC105: University Learning and Reading Efficiency (3), ARC200: Introduction to Peer Tutoring (one credit and approval of instructor needed), and ARC201: Intermediate Tutoring for Subject Areas (one credit and approval of instructor needed), and ARC101: English Language Skills (3). This course is designed for Non-native English speaking students. IW students who are Non-Native English speakers also will be able to obtain additional help with language through meetings arranged with the OASIS Director for no credit.

While there are a variety of support services available in the OASIS, it is important that students take the initiative and responsibility to seek assistance for their academic needs. The OASIS is available to all students who would like help whether it be course tutoring, having a paper proofread, test preparation, or to find helpful study resources. Students may also be referred to the OASIS by course professors. Once the student comes for assistance, it is up to the student to continue to work hard and take responsibility to benefit from and make the best use of the services given.

For students who need special accommodations due to a diagnosed disability, it is recommended that they contact the OASIS Director (319-385-6383) and provide a copy of the student's Individual Education Program (IEP) or other professional documentation.

The OASIS may assist students by providing:

- Tutors (free to Iowa Wesleyan students)
- Individual help from the OASIS staff
- A quiet study area
- Time management resources
- Pamphlets on various topics such as text anxiety, stress, successful studying, etc.
- Small Computer Lab
- Course and professional assistance in study strategies
- Educational advice

- Special accommodations as specified by the professional documentation

Any student desiring assistance should contact the OASIS, located on southwest corner of the top floor of the Library, or phone 319.385.6334.

Tutoring Services and Study Sessions

All students are encouraged to seek the help of a tutor in any subject with which they have difficulty. With the help of IW faculty, the OASIS attempts to recruit peer tutors for all subject areas. Faculty can recommend tutors by identifying students who understand the material and seem to get along well with others. Tutors need to have a minimum GPA of 3.0, have the recommendation of the professor for the course being tutored, and received a grade of A or B in the course.

Computing Resources

Several computer labs serve as instructional laboratories and general purpose computer facilities for students. The two computer labs located in Science Hall 114 and Chadwick Library are the largest on campus and serve the largest number of students. Other labs are located in the following areas: OASIS, Art Program, Chemistry, Music, Nursing, and Science Hall 111. All lab computers have Internet access, printing capability and software such as Microsoft Office.

Summer Internship Travel and Summer Study Abroad (formerly May Travel)

Following Commencement in May, faculty may elect to offer travel courses. Any student may take a travel course who:

- has been enrolled as a full-time day student during the immediately preceding spring semester or as an AGS student the preceding two terms combined to equal FT enrollment, and
- who is in good academic and financial standing

Tuition is not charged for travel courses, but students are responsible for all travel costs.

The amount of academic credit will be determined for each course by the Academic Council following receipt of course proposals.

Loop Abroad Study Abroad Program

Iowa Wesleyan University is the School of Record for the company Loop Abroad. IW students and other students have the opportunity to go to various countries to learn about veterinary medicine and various cultures for college credit. For more information please go to our website: <https://www.iw.edu/study-abroad/>

Assessment

Extensive testing and data-gathering operations are conducted as a means of evaluating and documenting instructional effectiveness and progress in fostering student learning. All first year students are requested to participate in the Beginning College Survey of Student Engagement (BCSSE) and both first year students and seniors are asked to complete the National Survey of Student Engagement (NSSE) shortly after the second semester begins. Course evaluations indirectly measure student achievement on course identified student learning outcomes. Other

indirect measures of student learning are administered as deemed appropriate. The Wesleyan Studies curriculum is evaluated through the use of the ETS HEIghten Outcomes Assessment or other standardized test. These exams are given once the student has completed the basic curriculum. Additional evaluations are completed through Service-Learning and Internship which are required of all students. Course Embedded assessments occur across the Wesleyan Studies curriculum and as identified within Academic and Co-Curricular Program. When appropriate, student work is collected and assessment data are stored in LiveText. This program of testing is crucial to the design and evaluation of the University's emphasis on Life Skills.

Inter-Institutional Cooperation

In order to better serve the students of each institution, Iowa Wesleyan University has established cooperative agreements with both Southeastern Community College and Muscatine Community College to allow full-time students 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.

Academic Policies and Procedures

Credit Hour Requirements and Limitations

The following requirements and limitations govern course credits/semester credit hours:

- All bachelor's degrees conferred by IW require a minimum of 120 semester credit hours.
- The last 24 of 30 credit hours must be taken at IW.
- A maximum of 30 credit hours of proficiency exams (CLEP, DSST, etc.) and portfolio credit may be applied toward an IW degree.
- A minimum of 30 credit hours of upper division courses from a four-year college or university.
- A minimum of 30 IW credits
- A minimum cumulative GPA of 2.0 in all coursework is required for graduation.

Semester Enrollment

- Enrollment in courses totaling 12 or more credit hours is considered full-time enrollment.
- A typical course load is 15-18 credit hours.
- Approval of the Committee on Academic Standards is required to take 19 or more credit hours.
 - Advisor consent must be obtained to petition the committee.
 - Additional tuition charges apply and may not be covered by financial aid.

- The four year timeframe to earn a bachelor's degree is based on successfully completing 15 credit hours per fall and spring semester.
- Dropping below full-time enrollment status can jeopardize athletic eligibility, veterans benefits, student VISA status and future financial aid access. The student should check with the advisor before dropping courses.

Courses, Grades, and Transcripts

GPA and Weighted Scale

Iowa Wesleyan University uses a weighted 4-point scale to determine a student's GPA. 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-: .70
B+: 3.30	C+: 2.30	D+: 1.30	F: 0.00

Exams and Grades

Incomplete (I) Grade - When students have been making passing grades but for rare extenuating circumstances, as in the case of illness, fail to complete their work before the end of the term, it may be recorded as incomplete (I). Completion of the required work within five weeks after the first day of the next regular semester entitles the student to a grade. An "I" not removed within that time will become an "F."

A student who receives incomplete grades and has a grade point average below 2.00 will be placed on academic probation for the following term. Students with incomplete grades may petition to the Committee for Academic Standards and Review to remove the probationary status once all incomplete grades are removed if their GPA is raised to 2.0 or greater.

Students with incomplete grades recorded at the time the Dean's list is declared, will not be included on the list. Once all incomplete grades are removed, students may petition the Committee for Academic Standards and Review for Dean's List recognition if their GPA meets all other Dean's List criteria.

Withdraw (W) Grade-

After the first 10 days of classes in the Fall and Spring terms, dropping or substituting courses is not permitted. Courses withdrawn from after these deadlines, until 10 class days after midterm of a semester, will be recorded as "W." A different set of deadlines applies to courses taught during the evening on a once-per-week basis.

Course Grade Requirements

The student must earn a grade of "C-" in each course meeting a major or minor requirement, as prescribed or by substitution. Some academic program (i.e. Nursing) have higher grade requirements. Refer to the specific degree program or major for specific requirements.

With the help of IW faculty, the OASIS recruits tutors for all subject areas. Faculty can help find tutors by identifying students who understand the material. Depending on the situation, tutors can be compensated through work study

or campus employment with the Financial Aid Office, or volunteering. Also, the OASIS will help organize review/study sessions if needed.

Independent Study

Students must have a cumulative GPA of at least 2.00 and a GPA of 2.30 in their major field to qualify for Independent Study courses.

Independent Study courses can be taken by students only in their major or minor fields.

Only juniors or seniors will be allowed to take Independent Study courses except that in unusual cases others might be allowed to do so upon petition to the Committee on Academic Standards and Review.

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.

Approval by instructor, division chair, and the VPAA are required for any Independent Study course is required. Forms are available in the Registrar's Office, or online.

~~Safe Elective Option (formerly Satisfactory-Unsatisfactory Option)~~

To encourage students to select challenging electives outside the discipline of their degree program and, thereby broaden the scope of knowledge, IW offers the Safe Elective Option (SEO). The SEO allows the student, at the time of initial course registration, to opt for simple satisfactory or unsatisfactory grading. No quality points are earned and the final course grade (S or U) has no impact on the GPA. Eligibility is outlined below.

Students with 56 or more earned hours (juniors and seniors) may exercise the SEO for one elective course each semester and each summer in either an A or B term (but not both A and B terms). First-year students and sophomores may request SEO permission from the Committee on Academic Standards.

The following courses are exempt from the SEO (unless expressly stated in the degree program description): Wesleyan Studies courses, major required core/foundation courses, major required support courses.

The SEO may be exercised a total of six times (six courses) in a student's IW academic career. Once exercised on a course, that SEO is used and may not be reclaimed by cancellation.

Canceling the SEO: A student may cancel the SEO on a course through Friday of the tenth week of a semester course and the fifth week of an A or B term course.

Variable Credit Course Change

Any course listed in the course descriptions section of the catalog as variable credit hours (i.e. 0 – 1) is eligible for the Variable Credit Course Change (VCCC). Eligibility is outlined below.

To change the credit value of a variable course, the student must:

- Obtain approval from the course instructor and the Vice President for Academic Affairs by submitting a Request for Course Credit Change form for consideration (approval or denial).

- Complete all work assigned by the instructor to be eligible to earn credit (base on the quality of that work) by the due date determined by the instructor.

Other considerations:

- Failure to submit all work assigned by the instructor will result in a failing grade. Work submitted will be graded according to established criteria for the assignment.
- A cumulative credit limit for the VCCC is 3 credits during a student's IW academic career.

Course Number Key

Iowa Wesleyan courses are divided into four groups corresponding approximately to the sequence of University grade levels: first year, sophomore, junior, and senior.

The following number sets correspond approximately to the four levels respectively: 100-199; 200-299; 300-399; 400-499

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.

Classification of Students

Classification is determined based a student's total earned hours at the beginning of each regular semester and will remain until the beginning of the following semester. For example: A student beginning a fall semester as a freshman with 22 hours and completes a first bi-term course successfully in October. Though he has now earned 25 hours, his classification will not change until the beginning of the spring semester.

Repeated Courses

When a course is repeated, both grades will remain on the student's transcript, however, the most recent grade will be calculated into the cumulative GPA. A course may be repeated only once. The second grade (provided it is a "C-" or above) can be counted toward the major. Federal and state financial aid is not available to students that are required to retake all of the coursework for a term.

Transcripts

Transcripts of a student's academic record may be obtained from the Office of the Registrar upon written request and payment of the processing fee. This request is processed online through the National Student Clearinghouse: <https://www.iw.edu/registrar/>. Official transcripts are mailed. Unofficial transcripts may be obtained by the student through his or her student portal, or by request through the online request form.

Transcripts are the official record of the University and should not be confused with placement credentials.

Attendance, Scheduling, and Late Registration

Undergraduate Student Attendance Policy for 16 Week Courses

Students are required to attend all class meetings of courses for which they are registered. Students are responsible for meeting all the course requirements and properly addressing the content of courses for which they are registered. The policy below outlines the minimum standard for attendance, but certain programs or courses may require a stricter policy in adherence to external accreditation.

If a student finds it necessary to miss a class, it is the student's responsibility to:

Contact the course instructor before the absence, if possible.

Make arrangements with the course instructor for missed work.

Provide the course instructor with appropriate documentation and verification of the need or reason(s) for the absence.

The needs or reasons for absences may include ONLY the following:

- Illness – a specific debilitating ailment that significantly impairs the student's ability to carry on any activities other than those of recuperation.
- Unavoidable Personal Emergency – a situation that presents an unresolvable conflict with class attendance due to severe and unusual demands placed upon the student by circumstances beyond his or her control.
- Participation in a University-Sponsored Event – a situation that presents an unresolvable conflict with class attendance due to the student's required participation in a University-sponsored event as approved by the Vice President for Academic Affairs (VPAA).

Arrangements for missed work due to absences of this type must be made prior to the absence. Should the student miss class for the reasons stated above, and proper prior arrangements have been made, the instructors will follow their make-up work policy as stated in the course syllabi. However, course instructors are not required to repeat lectures, lab experiments, music rehearsals or other courses or components of courses for which making up missed work may be impractical or infeasible. Students will not have their grades punished for absences that fall into the previously specified categories as long as they do not exceed the maximum number of absences allowed.

When a student is absent for any other reason, the course syllabi must include policies specifying grade penalties for absences. Regardless of the reason, all absences from class will count toward the percentage of allowed absences. If a student is absent the number of times indicated in the list below, a written warning of attendance deficiency will be sent to the student, the student's advisor, and each coach for which the student must maintain intercollegiate competitive eligibility.

Warning Policy

For courses with 1 class meeting per week: Warning sent after 2 absences per semester

2 class meetings per week: 4 absences per semester

3 class meetings per week: 6 absences per semester

(The above applies to 16-week semester)

All other courses, warning will be sent after a student is absent 12.5% of the total number of class meetings per semester or an equivalent amount of time during term courses and other academic sessions.

If, for any reason, a student is absent from class the number of times indicated in the list below, or an equivalent amount of time during term courses and other academic sessions, the course instructor must notify the Registrar's Office which will initiate the withdrawal of the student from the class with a grade of WF (Withdrawn-Fail).

A grade of WF will earn zero quality points as calculated for GPA purposes (i.e., GPA is lowered with grade of WF). Students for whom withdrawal from a course is initiated by the Registrar's Office will be allowed to withdraw from said course with a grade of W (no impact on GPA) if the action is taken by both parties within the normal withdrawal time period.

Withdrawal-Fail from Class

For courses with 1 class meeting per week: Withdrawal-Fail occurs after 4 absences per semester

2 class meetings per week: 8 absences per semester

3 class meetings per week : 12 absences per semester (The above applies to 16-week term)

For all other courses, WF will occur after being absent 25% of the total number of class meetings per semester or an equivalent amount of time during term courses and other academic sessions.

Online Course Attendance Policy

Bi-term and 8 week terms: Online students must participate weekly as defined by the professor in the syllabus. After 1 week (12.5%, 1/8th of the scheduled classes) without contact, the student will be issued an official warning. After the second week (25%, 1/4th of the scheduled class) without contact, the student will fail the course and a WF will be recorded.

For full semester (16 weeks): Online students must participate weekly as defined by the professor in the syllabus. After the 2nd week (12.5%, 1/8th of the scheduled classes) without contact, the student will be issued an official warning. After the 4th week (25%, 1/4th of the scheduled class) without contact, the student will fail the course and a WF would be recorded.

For summer and other terms if students fail to participate for 1/8th of the assigned meeting times, they will be issued an official warning. After missing 1/4th of the class sessions, the student will fail the course and a WF will be recorded.

Schedule Changes

Add/drops are permitted freely and at no charge during the normal add/drop periods as listed below. There will be no tuition charge for students who drop credit hours and no record of enrollment in a "dropped" course will appear on the transcript. All courses added or dropped after the term has begun must be properly requested through the Registrar's Office.

Deadlines to Add a course

16 Week Face to Face Semester: One week after the first day of the semester.

Deadlines to Drop a course

16 Week Face to Face Semester: Two weeks after the first day of the semester.

In the period between the end of the first 10 days of classes and 10 class days after midterm (in the Summer Session, the period will be determined by the Registrar) courses dropped with permission will have grades recorded as "W." A fee will be assessed for schedule changes during this period

Withdrawal from courses is not permitted after 10 class days following midterm except for medical or other emergencies with the approval of the Academic Dean. Analogous periods for night and summer courses will be established by the Registrar.

Insufficient attendance and failure to follow the procedure outlined above for dropping a course will result in an automatic grade of "WF" in the course concerned.

Official withdrawal from University is accomplished by completing an appropriate form supplied by the Office of Student Development and returning the completed form to the office. Failure to complete the form can result in the grade of "F" in all courses scheduled. (See the section on withdrawals in Financial Policies for complete information on withdrawal from University.)

Students will receive "Ws" if proper withdrawal procedure is followed. Students registered for any other course that has been completed according to the class schedule will be permitted to retain that credit and/or grade. Analogous periods for summer session and night courses will be determined by the Registrar. No credit is given for the term. Following that time one may not withdraw.

In the case of students withdrawing to enter the armed services, the following rules shall apply:

- No credit will be allowed unless the student has been enrolled for at least five weeks in a Fall or Spring semester.
- After 10 weeks of work in the Fall or Spring term, arrangements may be made to complete a full semester of work. Only fractional credit will be allowed unless arrangements are made to complete the entire term. Such credit may be blanket credit (i.e., unspecified), or it may be specified as the need arises by major and minor advisors. In any case, in order to get credit the student must be passing in the course work at the time of withdrawal.

Withdrawal from the University

Students follow the current academic year and/or term calendar for specific withdraw dates. The withdrawal procedure is begun by first notifying the Registrar, the Vice President for Academic Affairs, Vice President of Student Development, Office of Student Development. Once this procedure is complete, the Vice President of Student Development 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 University 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.

Medical Withdrawal

Iowa Wesleyan University is committed to student success both academically and in the co-curricular. To this end, Iowa Wesleyan University is committed to supporting and assisting students when health issues arise that interfere with a student's ability to be successful academically and meet the requirements and expectations of their course of study. Iowa Wesleyan University's policy is to assist students in withdrawing from the University in hopes that the student will be able to focus on concerning health matters requiring attention. This medical withdrawal policy is the mechanism utilized by the institution to allow a student to withdraw from their classes and return to Iowa Wesleyan when able.

Eligibility for Use of Medical Withdraw

The medical withdrawal policy applies to all students enrolled at Iowa Wesleyan University, including undergraduate and graduate students. The policy is applicable at any time, during any term of the academic year. A student may request and be considered for medical withdrawal when family care needs exist due to caring for a seriously ill child or spouse or a death in the student's immediate family, preventing the student from continuing in classes. Academic programs with additional accrediting bodies beyond HLC, such as nursing and education, have additional procedures established for medical withdrawals and students are advised to consult with their academic advisor to determine the impact a medical withdrawal will have on a student enrolled in a specific academic program. *Within the remainder of this policy, "Medical Withdrawal" includes students requesting a withdrawal due to family care needs.

Procedures

1. All students with a need to withdraw due to medical reasons must contact the Student Development Office to discuss their intention to medically withdraw and to initiate the process.
 - Students should be aware that re-enrollment and the ability to progress in a specific academic program may be affected by a medical leave. *See Eligibility for Use of Medical Withdrawal for more information.
 - If medical withdrawal is an appropriate option based on the student's meeting with the Vice President for Student Development, the student will be advised to submit a Medical Withdrawal Request Form that can be obtained from the Student Development Office. Depending on specific circumstances such as enrollment as an AGS student or the timing of the request in relation to academic calendar, a designated administrator other than the Vice President for Student Development may manage the Medical Withdrawal Process. (i.e. Director of AGS or Vice President for Academic Affairs)
2. The student will be asked to provide as an appendix of the Medical Withdrawal Request Form, all relevant information from the clinician treating the student for review. Failure to include relevant health and medical records with the Medical Withdrawal Request Form may cause delays in the processing of the Form and could result in the University's inability to act on the request.
3. Students who request and are granted a medical withdrawal during the add/drop period will be removed from all classes without any transcript notification of withdrawal exactly as a general withdrawal is handled. Students who are granted a medical withdrawal during the window of time allowing students to withdraw from classes with a "W" will receive a "W" notation on their transcript exactly as a general withdrawal is handled. Students who are granted a medical withdrawal after the "drop with a W" date has passed, will also receive a "W" notation on their transcript for all courses attempted during that academic term.
4. In situations where there are unresolved issues related to a student's behavior/conduct and/or financial obligations to the University, a hold may be placed on the student's record at the time of withdrawal.
5. In all instances where a medical withdrawal is being considered or has been approved, the Financial Aid Office should be consulted by the student to learn of the potential financial impact withdrawing may have. Adjustments to the student's account will be made in accordance with standing University policy.
6. Students who wish to appeal the outcome of their request for medical withdrawal may do so by submitting their appeal in writing to the Committee on Academic Standards within three business days of receipt of the Medical Withdrawal decision. The decision of the Committee on Academic Standards serves as the final decision of Iowa Wesleyan University.

Re-Enrollment Following a Medical Withdrawal

Prior to re-enrollment, Iowa Wesleyan University is available and willing to provide students with information about resources and assistance that may be beneficial to them as they consider re-enrolling. Iowa Wesleyan is committed to student success and will support students in a successful return to the University when health concerns have resulted in a medical withdrawal. To this end:

1. It is common for students who withdraw because of serious illness to take a minimum of one full semester away from the University in order to enhance the likelihood of success 13 | Page upon return. The Student Development Office will make contact with a student within 60 days of the medical withdrawal to determine the likelihood, willingness, and status of improvement of the health matter which will assist the University in knowing the student's interest in returning.
2. Students wishing to return to their studies following medical withdrawal must complete the following process, ideally by July 1 for the fall semester, November 15 for the spring semester, and April 1 for the summer term:
 - Notify the Academic Affairs Office, specifically the Vice President for Academic Affairs, of their interest to re-enroll at Iowa Wesleyan University.
 - Establish good standing with all University offices by addressing any holds that may have been placed on their account by contacting the appropriate office(s) that may have placed a hold.
3. As stated in the Eligibility for Use of Medical Withdrawal and step 1 of the Procedures section, certain academic programs may be consulted to determine the appropriate re-entry semester aligning with the student's academic plan and progress.
4. Support services exist to aid students in a successful academic and co-curricular return to Iowa Wesleyan. Students are encouraged to utilize resources such as Student Development, Residential Life, Counseling Services, Campus Nurse, and the Office for Academic Services and Inclusive Support (OASIS).
5. In some cases, students returning from a medical withdrawal may be required to meet with specific offices on campus to address unresolved issues and assist in assuring success. If required support service contact is necessary, students will be informed of that in their re-enrollment communication.

Course Registration Limits for Probation Students

Students with a GPA below 2.0 are considered to be on academic probation and are permitted to take a maximum of 15 credit hours per semester. Two of those 15 credits must be ARC 105. Probation students must petition to enroll in more than 15 credit hours.

Late Registration Policy

Late registration is defined as adding courses to the student's schedule after the close of the Add/Drop period for a term.

Late registration must be requested in writing and include the reason. A fee not to exceed \$100 will be assessed if late registration is approved. Late registration request should be submitted to the Office of Academic Affairs. Late registration be approved by a representative of the Office of Academic Affairs.

Late registration will not be considered for any term or course after 25% of the term or course has passed or will pass by the time of late registration consideration.

Military: Active duty service members and reservists requesting late registration will not be charged the fee. Active duty service members and reservists returning from deployment or other assignment that prohibits class attendance may petition for late registration after 25% and before 40% of the course or term has passed. This provision will apply to civilians employed by government agencies that may be deployed as would military personnel (i.e. DOD). Late registration under this provision does not entitle the student to special consideration for make-up work, missed assignments, or extended deadlines though the course instructor may extend them as courtesies.

Academic Honesty Petitions/Appeals/Grievances

Academic Honesty Policy

The curriculum at IW is built upon the Life Skills-- communication, critical reasoning and civic engagement. In conjunction with these integral Life Skills, the University 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 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 on page 57).

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, regardless of cheating or plagiarism, may result in suspension from the University for one full academic semester excluding summer

Third offense, regardless of cheating or plagiarism, may result in dismissal from the University

In instances when a student has been found guilty of academic dishonesty the student may not withdraw from the course in question. Suspensions for academic dishonesty will be noted on the student's transcript.

For the more serious violation of selling a paper/project/exam, the following sequence applies:

First offense-may result in suspension from the University for one full academic semester excluding summer.

Second offense-may result in dismissal from the University.

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.

- Call the student in for a meeting within 72 hours after the discovery.
- Review the evidence with the student and discuss the situation.
- Decide the appropriate punishment for the first offense.

Document the violation and resulting action on the Academic Violation Form.

Copy and send the form to the appropriate offices: Assistant Vice President for Academic Affairs, Director of Adult and Graduate Studies (if applicable), Dean of Student Life, and Vice President of Academic Affairs.

Appeal Process

There are two reasons on which students may base an appeal: 1) lack of concrete evidence, as perceived by the student; or 2) student's perception that the penalty imposed is unduly harsh. The following appeal process will be followed:

- The student will request an appeal in writing within 72 hours of receiving notice of the faculty member's decision regarding punishment.
- The appeal will be made to the division chair to which the course belongs.
- Failing to achieve a satisfactory solution at the divisional level the student may appeal to the Vice President for Academic Affairs.
- If the student disagrees with the decision of the Vice President for Academic Affairs, the Academic Dishonesty Committee/Board (see below) will hear the evidence and render their decision within 48 hours, and will notify the student promptly.
- If the student disagrees with the decision of the Academic Dishonesty Committee/Board, he/she may request a final appeal in writing to the President within 72 hours of receiving the board's decision.

- The President will notify the board of the appeal, will request a transcript of the hearing, and will call the student in for the final hearing within 48 hours of receiving the letter of appeal. The President will render the final decision and no further appeals will be entertained.

Record Maintenance

Documentation regarding all cases of academic dishonesty will be placed both in the student's file in the Office of Student Development, and on file in the Office of the Vice President for Academic Affairs. If a student who is attending Iowa Wesleyan University in an Adult and Graduate Studies program is found guilty of academic dishonesty, the office of the Associate Vice President and Dean of Adult and Graduate Studies will keep a copy of the documentation in the student's file.

Academic Dishonesty Committee

After receiving the letter of appeal, the Vice President for Academic Affairs will schedule a hearing with the Academic Dishonesty Committee/Board within seven days. This committee will be selected at the time of the hearing to ensure there are no conflicts of interest. The 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 University will appoint two administrators and indicate which shall serve as the committee chair.

The student filing the appeal, the faculty member who reported the violation, the chair of the division in which the case originated and the Vice President for Academic Affairs may be called before the committee at the discretion of that body.

Academic Petition

Waiver or amendment of academic regulations in this catalog will be considered by the Committee of Academic Standards and Review upon formal petition. Petition forms are available from the Registrar. Petitions for changes affecting a current semester's registration must be received by noon of the third day of that semester.

Academic Appeals

Students who have concerns regarding an academic matter, such as procedures in a particular course or a grade received, should meet first with the instructor of the course involved. Failing to achieve satisfaction at this level, the student should then meet with the chair of the division in which the course is taught. Appeals beyond the divisional level should go to the Vice President for Academic Affairs. When appropriate, academic issues will be referred to the Committee on Academic Standards and Review for final decision.

Grade appeals must be initiated within five weeks of the time grades are posted. No such appeals will be considered after this time.

The Vice President for Academic Affairs is available to students to discuss academic problems and procedures.

Student Grievance Policy

Situations sometimes arise in which students feel that they have been dealt with unfairly, that particular circumstances surrounding a policy decision requires special consideration, or that they have a complaint about the behavior/performance of a faculty or staff member. Iowa Wesleyan University provides a grievance procedure process as part of its effort toward treating students fairly in regard to their personal and educational concerns. Any student who believes that an employee of the University has subjected him or her to treatment that violates University policy or practices may seek to have his/her grievance addressed according to these grievance procedures.

Most student complaints against faculty, administrators or other staff are resolved by discussions with the person or group involved and students are expected to address their concerns first directly with the responsible party. When this approach proves unfruitful or seems undesirable or inappropriate, the student may file a formal complaint against the campus community member through the use of a grievance form embedded in CAMS. Students who submit complaints at this level should note that grievances are not confidential and are addressed by the Vice President of Academic Affairs or the Vice President of Student Development.

The purpose of this procedure is to provide a mechanism to resolve student complaints against other members of the campus community. This procedure does not handle grade appeals for which there is a separate process. Likewise, complaints regarding discrimination or harassment are separate from the grievance procedure noted above and should be directed to the Title IX Coordinator or reported via the SafetyFirst online reporting system (<https://www.iw.edu/campus-safety/>).

Academic Honors

Dean's List

The Dean's List is issued following each semester to honor students who have shown high scholastic attainment during that semester. In order to be included, a student must be classified as a degree candidate and have attained a grade point average for that term of 3.50 or better on a load of 12 credit hours or more, with no incomplete grades recorded at the time the list is declared.

All Dean's List students are eligible to audit one course without additional charge for overload (more than 18 hours) excluding online courses. The additional audit course in this case must always be taken during the semester immediately following the Dean's List achievement. For honors recognition of part-time students see the Adult and Graduate Studies.

Honors at Graduation

Students who are completing their initial baccalaureate degree and have completed a minimum of 60 credit hours of IW coursework will be eligible to graduate with Latin honors; Cum Laude (at 3.5), Magna Cum Laude (at 3.75) or Summa Cum Laude (at 3.9). These honors are designated on the transcript and the diploma and with an ornamental medal for ceremonies. The list of awards in the commencement program is based on the student's grades through December for spring commencement in May and through August for commencement in December. However, formal and permanent awarding of honors occurs after final grades for the last semester are recorded.

Honors are not consigned to qualifying students for bachelor's degrees beyond the first or for graduate degrees. In the determination of honors the GPA is truncated and not rounded, thus a student with a 3.4999 GPA, for example, would not be eligible for honors.

For students who do not receive an average cumulative GPA of 3.5 of all college work, but have received a 3.5 or higher cumulative GPA and have obtained 60 credits at Iowa Wesleyan University will receive the honor "With Distinction."

Academic Standing

Full-Time Degree Candidates

Regular-- Students who have been admitted unconditionally as degree candidates on the basis of high school rank and test scores or on the basis of work completed at accepted colleges. "Regular" status means also that the student is not on probation. Students in this category are eligible to participate in all of the student activities of the University.

Conditional-- Students who have been admitted on condition as defined by the Admissions Committee to work toward a degree.

Probationary-- Students who fail to meet minimum standards of conduct or academic achievement.

Part-Time Degree Candidates

In this category are all students who are carrying less than 12 hours in a semester and are working toward a degree. These students may be regular, conditional or probationary as defined above.

First Semester Enrollment

For continued enrollment, at the end of the first semester of full-time registration (12 credit hours or more) at Iowa Wesleyan and based upon Iowa Wesleyan attempted credits:

- All regularly admitted entering first time students (including transfer first year's) must have at least a 0.75 GPA.
- All regularly admitted entering transfer sophomores must have at least a 1.50 grade point average.
- All regularly admitted entering transfer juniors must have at least a 1.75 grade point average.
- All other students must meet the GPA standards in the table below.

The Committee for Academic Standards and Review shall have final judgment in such matters and shall use the above guidelines. Students may appeal for reconsideration of a vote of suspension by the Committee for Academic Standards and Review. Upon reconsideration, the Committee may allow the student to continue on academic probation or uphold the decision to suspend. If the Committee upholds the suspension, the decision of the Committee will be final; no further appeal is possible.

Academic Standing Table	
Credit hours attempted (including accepted transfer credit hours)	Minimum cumulative GPA (for IW 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
106-119	1.95
120+	2.0

Academic Probation, Suspension, and Dismissal

Academic Probation: Students whose IW 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.

Any student on probation will be required to enroll in ARC 105 College Learning and Reading Efficiency in the semester of probation. This requirement will be in force each semester that the student is on probation. 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 15 credit hours (including 2 hours for ARC 105) unless a petition is approved by the Committee for Academic Standards and Review. (See Academic Petition on page 59).

AGS students whose IW cumulative grade point average is below 2.00 will be placed (or continued) on academic probation for the following 8 week session. AGS students will be enrolled in ARC 105, and will not be permitted to enroll in more than 15 credit hours unless a petition is approved by the Committee for Academic Standards and Review.

Academic Suspension: Students who do not meet the minimum GPA standards, or are on academic probation for three consecutive semesters, without bringing up their cumulative Iowa Wesleyan grade point average are at risk for being suspended from the University. Suspension means no enrollment for at least one academic semester. Students may petition for readmission to the University after that time period.

AGS students who do not meet the minimum GPA standards or have been on academic probation for 3 consecutive 8 week sessions, without bringing up their cumulative IW grade point average are at risk for being suspended from the university. Suspension for AGS students means no enrollment for at least one 8 week session. Students may petition for readmission to the University after that time period.

Academic Dismissal: Students who do not meet certain minimal standards in their first semester, or have already been suspended from the university before and fall below minimum standards are subject to dismissal. Students that have been suspended twice for academic reasons will be dismissed and not readmitted to the University.

Students who fail or withdraw from ARC 105 while on probation are subject to academic dismissal.

The Committee for Academic Standards and Review shall have final judgment in such matters and shall use the above guidelines. Students may appeal for reconsideration of a vote of suspension by the Committee for Academic Standards and Review. Upon reconsideration, the Committee may allow the student to continue on academic probation or uphold the decision to suspend. If the Committee upholds the suspension, the decision of the Committee will be final; no further appeal is possible.

Academic Requirements for Athletic Eligibility

First time, first semester student-athletes (semester is defined as a traditional Fall or Spring semester, summer and winter semesters, not included) are immediately eligible for intercollegiate athletic participation during their entering semester at IW. Upon completion of the previously mentioned semester, students participating in intercollegiate athletics must have earned a minimum 1.85 GPA (based on a 4.0 scale) to maintain eligibility. Second semester student-athletes must also earn a minimum 1.85 GPA. Upon completion of a student-athlete's third semester and for all subsequent semesters, he/she must maintain a minimum cumulative 2.0 GPA. Those who fall below that standard are ineligible to participate in intercollegiate athletics at IW until the standard has been met.

Transfer student-athletes must have left their previous institution as classified in good academic standing according to the previous institution's policies, to be classified as eligible for intercollegiate athletic participation during the student's first semester at IW. If the transfer student leaves the previous institution not in good academic standing, it is required of the student-athlete to complete one full time semester at IW and earn a minimum 2.0 GPA to become eligible.

All other students participating in intercollegiate athletics must have and maintain a minimum GPA of 2.0 both cumulative and each semester of attendance at IW to be considered eligible. All student-athletes must be full-time day students and must complete 12 credit hours in each full time semester of attendance at Iowa Wesleyan University in order to be eligible for intercollegiate athletics, except for the summer semester. Student-athletes must earn a minimum of 24 credit hours in their previous two semesters to be eligible. Summer courses may supplement the 24 credit hour requirement without the need of having to take 12 or more credits during the summer semester. Repeating a course in which credit has been earned in a previous semester will not count toward the 12 to 24 credit requirements.

Graduation Requirements

This list is a compilation of requirement for graduation found throughout this catalog.

The student carries the primary responsibility of ensuring that all graduation requirements are met. He or she is also responsible to see that any professional certifications or other credentials are pursued and obtained. "Graduation" in the context of these requirements is defined as "posting of the earned degree to the official academic record to display on transcripts and the issuing of the diploma."

The student must complete:

- The Wesleyan Studies (general education) academic component.
- A minimum of 30 hours of upper division courses from a four-year college or university.
- A minimum of 120 semester credit hours.

- Have Iowa Wesleyan course credit of at least 30 credit hours.
- Have taken 24 of the last 30 credits hours at Iowa Wesleyan.
- Academic (course) and administrative requirements for the selected major(s) and minor(s).
- A minimum GPA of 2.00 or above in the major and final cumulative GPA of 2.00 or above. Courses accepted for the major or minor requirements must carry a grade of "C-" or better. Certain majors have higher grade requirements: refer to the appropriate section for each major.
- Courses with minimum grade requirements as prescribed in the catalog.
- The required number of writing intensive courses.
- The required number of service learning courses.
- An internship of 6-14 credits. This requirement is met through the major.
- A graduation application at least one semester prior to expected graduation.
- Have paid all fees due to the University.

Graduation Requirements and the Academic Catalog

Students ordinarily meet the graduation requirements of the academic catalog in effect at the time of their matriculation. Under special circumstances, students may change to a newer catalog with advisor approval. The intent to change catalogs must be reported to the Registrar.

A student is bound by all the academic requirements of the single catalog edition recorded in the Office of the Registrar. Individual degree components (general education, major, minor) may not be selected from different catalog editions.





The Office of Adult and Graduate Studies (AGS) provides oversight and services for the Online programs and Post-Secondary Enrollment Options (PSEO) offered at Iowa Wesleyan University.

Mission and Guiding Principles

The Office of Adult and Graduate Studies supports the mission of IW by providing access for adult learners; engagement between the University and Community; and empowerment of individuals through learning.

These principles and beliefs prioritize our actions.

- We believe that everyone is a learner.
- We offer service to learners through a welcoming attitude and by showing respect, integrity, sincerity, pride and effective problem-solving in a professional fashion.
- We provide high quality and convenient learning opportunities.

Online Program

The online program at Iowa Wesleyan University was established to provide degree programs for fully online students as well as courses in support of campus and non-degree seeking students. A variety of offerings are provided online as the majority of students are working adults who appreciate the convenience and flexibility of this modality for completing their educational goals.

Post-Secondary Enrollment Options (PSEO)

The Post-Secondary Enrollment Options Act was developed to allow high school students who have surpassed the highest level of specific subjects at their high schools to take college courses. The PSEO program is now offered through Senior Year Plus and is available to eligible juniors and seniors as well as freshmen and sophomores who are identified as gifted and talented according to the school district's criteria and procedures. PSEO course options are available on campus, online, and at local high schools.

Degree Programs offered Online

All courses to complete the following degree programs are available completely online:

Bachelor of Science degrees:

- Business Administration - with concentrations in
 - Accounting
 - Applied Sciences
 - Criminal Justice
 - Health Care Management

- Human Resource Management
- Human Services
- Management
- Criminal Justice
- Human Services
- Nursing (RN to BSN)
- Selected Studies

Master's Degrees (see IW Graduate Catalog for more details)

- Master of Art in Management Leadership, concentrations in
 - Strategic Leadership
 - Athletic Administration
- Master of Education in Curriculum and Instruction
 - Effective Teaching and Instruction Track
 - Advanced Special Education Instruction Track
 - Advanced Literacy Instruction Track

Admission Requirements for IW Online Programs

- Completed online application
- Official transcripts from all institutions of higher education previously attended (official transcripts must be sent directly from the institution)
- Applicants who have no previous college work will be required to provide official high school transcripts. High school transcripts may be requested from transfer students. GED scores are acceptable
- Cumulative GPA requirement of 2.0 or higher on previous college coursework
- Students interested in applying for financial assistance, including student loans, may complete the Free Application for Federal Financial Student Aid (FAFSA) at www.fafsa.gov. The IW School Code is 001871.
- Students who have previously earned a B.A. or B.S. degree may be eligible to earn a second bachelor's degree from Iowa Wesleyan University. Guidelines are available from the AGS office.

The AGS Admissions Committee will evaluate any student who does not meet the above criteria to consider conditional acceptance. Admission decisions and/or course recommendations will be determined on an individual basis by the Committee.

Application Procedures for the Online Programs

The application for admission is found on our website at www.iw.edu. Complete the online application, and request official transcripts be sent to Adult and Graduate Studies, Iowa Wesleyan University, 601 North Main Street, Mount Pleasant, IA 52641

General Requirements

Online students pursuing each degree must meet the same requirements as are identified in other sections of this catalog. This includes but is not limited to University-wide course or proficiency requirements, course

distribution requirements, credit hour requirements, and graduation requirements (including Internship and Service-Learning).

The University's distinctive academic program includes three elements inherent in each student's education: Life Skills: a curriculum-wide emphasis on the development of the following critical skills of communication, critical thinking, and civic engagement.

Service-Learning and Civic Engagement: a service learning program in which students deepen their learning through service to others.

Internship: the direct application of learning toward initiating, changing or enhancing one's career.

Course Registration Procedures

Online students may register for an upcoming term/semester by contacting their academic advisor by phone or email.

Official registration is confirmed after the first week of the term. A registration for any class after the first week and student activation of their enrollment 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

Add/Drop Period

Add/drops are permitted freely and at no charge during the normal add/drop periods as listed below. There will be no tuition charge for students who drop credit hours and no record of enrollment in a "dropped" course will appear on the transcript. All courses added or dropped after the term has begun must be requested through the Adult and Graduate Studies Office.

Deadlines to Add an online course

The Wednesday – 11:59 pm CT following the opening of the class.

Deadlines to Drop an online course

Student initiated: Students may initiate a drop at any time during the first week of the term through the first Sunday - 11:59 pm CT following the opening of the course.

Administrative drop: Students who do not attend their online course during the first week of the term through the first Sunday at 11:59 pm CT will be dropped from the course.

Online Course Validation

Enrollment for each online course must be validated by attending class (posting one or more times to any area of the online classroom) during the first seven days of the term. Failure to validate enrollment when courses begin will result in a drop and removal from the course. Simply logging in to the class does not count as attendance.

Withdrawal

Online Course Withdrawal (W grade)

Withdrawal from a class may take place during the time after the drop deadline and completion of 62.5% of the course length, after which a letter grade for the course will be awarded. Consistent with all students who withdraw from a portion of their credit load, 100 percent tuition will be charged after the normal add/drop period has expired; however those students affected will remain eligible for any financial aid awarded prior to the withdrawal. In such cases, the withdraw form can be found at <https://www.iw.edu/wp-content/uploads/2017/11/Withdraw-Form-2017.pdf> contact your advisor to request the withdrawal. A "W" will be recorded on the official transcript.

Administrative Withdrawal (WF grade)

The online course week begins on Monday and ends the following Sunday. Student attendance in the online classroom is defined as active participation in the course as described in the individual course syllabus. Participation means providing substantive comments, questions and contributions that advance the learning process for you and other learners in the course. Online courses have weekly mechanisms for student participation no more frequently than daily, which can be documented by any or all of the following methods:

- Discussion forums
- Completion of tests or quizzes
- Submission/completion of assignments
- Other course participation

Simply logging into the online classroom is not considered attendance.

Eight week terms: Online students must participate weekly as defined by the professor in the syllabus. After 1 week (12.5%, 1/8th of the scheduled classes) without contact, the student will be issued an official warning. After the second week (25%, 1/4th of the scheduled class) without contact, the student will fail the course and a WF will be recorded. Attendance will be taken and policy applied during the first five weeks of an eight week term.

Federal/State Policies Concerning Changes of Registration

A student who withdraws from all courses in an "A term" but who intends on returning for courses in the "B term" must provide in writing at the time of their withdrawal, a statement of intent to enroll for that "B Term." If notification is not received, complete withdrawal adjustments may be made to their financial aid.

Calculation scenarios and formulas:

- If a student is enrolled in either A or B only: Tuition and financial aid is calculated by dividing the days attended by the total days in the term (up to a maximum of 60% of the term).
- If a student is enrolled in A and B and drops B registrations prior to the end of A: Tuition and financial aid is recalculated for number of remaining credits enrolled.
- If a student is enrolled in Session A and B and drops B registration between sessions: Tuition and financial aid is calculated by dividing the total days in A & B by the days attended in A to calculate the percentage completed; tuition will not be charged for the B courses dropped.
- If a student is enrolled in A & B and drops B courses during the B drop period: Tuition and financial aid is calculated by dividing the total days in A & B by the total days attended in A & B to calculate the percentage completed; tuition will not be charged for the B courses dropped.

- If a student is enrolled in A & B and withdraws from courses during B: Tuition and financial aid is calculated by dividing the total days in A & B by the days attended in A & B to calculate the percentage completed. Full tuition and aid will remain in place if the withdrawal occurs beyond 60% of the B term.

Tuition and Fee Information

Please refer to the Financial Information section of the catalog for complete details on the tuition and fee structure for online classes.

Financial Assistance

Adult and Graduate Studies online students may be eligible to receive financial assistance through the Federal Pell Grant, Iowa Tuition Grant (Iowa residents only) and student loans. To be eligible for Federal Grants, State Grants, or Federal Loans, students need to be enrolled at least half-time.

Half time status for undergraduate online students requires enrollment in at least 6 credit hours per semester. Full time status for undergraduate online students requires enrollment in at least 12 credit hours per semester.

Apply for Federal student aid online at fafsa.ed.gov and use **school code 001871**. For more information, contact the Financial Aid Office, toll free, 800.582.2383 or 319.385.6242 or financialaid@iw.edu.

Academic Advising

The Office of Adult and Graduate Studies provides information and academic advising for prospective, new and current students who are degree seeking through the online program.

Basic Online Course Expectations

Email: Students are required to use their official IW issued email account –tim.tiger@iw.edu for all University related matters.

Computer and Internet: Students are responsible for ensuring they have access to a reliable up-to-date computer, updated virus protection, and Internet connection to access the course materials and complete course activities. The student will need to make alternate arrangements in case of unexpected computer and Internet problems.

Credit: Students taking an online course should expect to spend approximately 12 - 15 hours per week on course-related matters (per three-credit course). The time required for each course should be considered when deciding how many credits to register for each term.

Online Classes and the Learning Management System

Iowa Wesleyan University currently uses the NEO learning management system to support all online courses. The IW online classrooms can be accessed by going to <https://iw.neolms.com/>.

NEO is a learning management system designed to help universities manage all classroom activities, such as creating and delivering educational content, assessing students, tracking their results, and promoting communication and collaboration between students and faculty.

Browser Requirements: All modern browsers are supported including Chrome, Safari, Firefox, and Internet Explorer 9 & 10. IE 8 or below is not supported.

Technical Support for Online Students

Questions regarding the IW student portal and/or IW email accounts may be directed to the Iowa Wesleyan Help Desk at 319-385-6251 or email itsfrontdesk@iw.edu. Hours are Monday – Friday 8 am to 5 pm CT.

NEO offers 24/5 full support for instructors and students via forums and email. Support for critical issues is available to administrators over the weekend.

Campus Activities

Online students are admitted to activities offered on the IW campus without cost. This includes athletic, musical, recreational/entertainment and cultural events. Admission fees may be required for certain activities, and online students must pay for any activity requiring payment from other IW students. Online student identification must be shown for free entry. Free admission for online students is not transferable to family members or friends.

Campus Services

All online students are invited to make use of on-campus services and technology resources.

- The entire IW campus is "wi-fi" enabled, with access permitted via an IW Username/Password.
- The John Wesley Holland Student Union includes the Student Development Office, the University Bookstore and a snack bar where students gather. There is also a lounge for students in Room 210 of the Science Hall.
- The J. Raymond Chadwick Library provides research information and assistance, interlibrary loan services, a computer lab, and a comfortable, quiet place to study. The OASIS is located on the top floor of Chadwick Library. The OASIS helps students strengthen specific skills--such as reading or note-taking--and coordinates a tutoring program. Evening appointments can be arranged by calling 319.385.6334.
- The Student Union houses the Student Development Office, Career Development Office, and the Internship Office.
- The Howe Student Activity Center contains three conference rooms, a technology-intensive classroom, a walking/jogging track and fitness room, in addition to indoor athletics facilities.
- Administrative offices located in the P.E.O. Memorial Building include the offices of Adult and Graduate Studies, the Registrar, the Academic Dean, and the President.
- The offices of Business Affairs and Financial Aid are located on the ground level of the Chapel Auditorium.

IW Website Services

The IW website is the portal for access to a number of online services.

- Application for Admission
- Download a copy of this Catalog
- Keep up with the latest IW news and announcements
- Register for a username/password
- Secure an email account
- Register for courses
- Purchase textbooks

Honors Recognition for Adult and Graduate Studies Students

Honors recognition for Adult and Graduate Studies Online students is issued at the end of each academic year. In order to qualify for this honor, students must be classified as an AGS Online student, while accumulating at least 15 semester hours of coursework completed through a full academic year and must maintain a cumulative GPA of 3.50 or better. Students who meet this criteria will be awarded a Badge of Prestige for their efforts.

Online undergraduate students carrying 12 credit hours or more during any given academic semester are eligible for Honors Recognition via the Dean's List. The Dean's List is issued following each semester to honor students who have shown high scholastic attainment during that semester. In order to be included, a student must be classified as a degree candidate and have attained a grade point average for that term of 3.50 or better on a load of 12 credit hours or more, with no incomplete grades recorded at the time the list is declared.

Textbooks

IW employs the services of eCampus, a major textbook supply and distribution service, to handle textbook ordering and purchasing services for all IW students. Online ordering is possible through the Iowa Wesleyan webpage at www.iw.edu. The link to the bookstore is at the top of the page listed as "Bookstore". The eCampus network of publishers and wholesalers offers textbooks through a variety of formats: new and used textbooks, rental textbooks, and digital content. A variety of payment options are available: credit card, Paypal or student account. If charging to your student account, please remember that if you do not have financial aid available you are responsible for all charges to your student account. eCampus will provide free economy shipping on the Iowa Wesleyan Virtual Bookstore for any order over \$59 (excluding marketplace orders). Other shipping options are also available.

Ordering your textbooks can be quite challenging with many uncertainties using other online vendors, which is ultimately why our school chose eCampus. We strongly urge you to use eCampus to guarantee you receive the correct books, competitive prices, and the highest level of confidence and satisfaction. In addition, eCampus will accept returns up to thirty (30) days after the course start date for a semester or term based course, with a 10% restocking fee. If you have questions or concerns about the ordering process or any other product or service eCampus offers, their customer service team is ready to answer questions, 24 hours per day, 7 days per week. Just call 1-877-284-6744 or email bookstore@ecampus.com.

Cooperative Agreements

In order to better serve the students of each institution, IW has established cooperative agreements with both Southeastern Community College and Muscatine Community College to allow full-time students 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.



The IW instructional program is robust and rigorous in the liberal arts tradition. It is designed to broaden and stimulate the mind to create young men and women who can think logically, reason intelligently, write soundly, and feel compassionately. To those ends, IW has structured its core curriculum to include the arts, humanities and sciences. Students will engage in intensive writing courses, service learning courses, civic engagement, field experiences and internships. Creating a hunger for knowledge and a passion for learning that lasts a lifetime are the objectives academics at IW.

This section of the catalog begins with Wesleyan Studies, our general education curriculum. Following are the five academic divisions, Business, Education, Humanities, Nursing, and Science with their specific degrees, majors, minors, concentrations, and emphases. Course descriptions are listed at the end of the catalog in alphabetical order by discipline.

Wesleyan Studies

Wesleyan Studies is the general education curriculum at IW. Wesleyan Studies encourages exploration of the liberal arts and sciences and their practical application. This education will enhance students' abilities to achieve their potential and foster students' capability to respond to the transitions most will encounter after graduation due to changes in careers, the re-shaping of daily life by new technologies, and in response to the call made to be responsible local and global citizens. Wesleyan Studies totals 35-37 credit hours.

Wesleyan Studies	35-37
<u>Rhetorical Foundations</u>	11
<i>Complete all of the following:</i>	
WS 147 Tiger Perspectives (SL)	2
ENG 109 College Composition (WI) ¹	3
ENG 110 College Research (WI) ¹	3
COMM 147 Introduction to Public Speaking	3
 <u>Quantitative and Scientific Reasoning</u>	 7-8
Math	
<i>Complete one (1) of the following:</i>	
MATH 102 Math for Life	3
MATH 171 Elementary Statistics.....	4
MATH 201 Pre-Calculus	3
MATH 231 Calculus I	4

¹ Grade of C- or higher required.

Science

Complete one (1) of the following:

BIO 201 General Botany	4
BIO 211 General Zoology	4
BIO 241 Human Anatomy and Physiology I	4
BIO 260 Ecology and Conservation	4
CHEM 175 General Chemistry I with Lab	4
PHYS 210 General Physics I	4

Creativity 6

Theory.....	3
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Complete one (1) of the following

ART 203 Art Appreciation	3
ART 381 History of Art I	3
ART 382 History of Art II	3
MUS 225 Survey of Music Literature	3
MUS 353 History of Music (to 1750)	3
MUS 354 History of Music (1750 to present)	3

Performance	3
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Complete one or more of the of the following to total three (3) hours

DMD 109 Survey of Multimedia	3
ART 201 Basic Studio and Design 2-D.....	3
ART 215 Painting I.....	3
ART 216 Ceramics I	3
ART 219 Drawing I	3
ENG 247 Imaginative Writing: Prose and Poetry	3
PE 107 Dance and Movement	3
MUS 101/2 ¹ Ensembles	1
MUS 103/4 Concert Choir	1
MUS 105/6 ¹ SE IA Community Band.....	1
MUS 107/8 Jazz Big Band	1
MUS 109/110 ¹ SE Iowa Symphony	1
MUS 120 Guitar	1
MUS 121/2 Private Instruction.....	1
MUS 131/2 Beginning Piano.....	1
MUS 221/2 Private Instruction.....	1

Understanding Self and Society.....9

¹ Audition required.

Religion/Philosophy/History/English/Economics Pool6

Complete two (2) of the following (Limit of one (1) from a single group):

Group A: Religion

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

Group B: Philosophy

PHIL 201 Introduction to Philosophy 3
PHIL 215 Ethics for Life and Career..... 3
PHIL 130 Critical Reasoning..... 3
PHIL 306 Philosophy of Religion..... 3

Group C: History and English

HIST 125 U.S. History Survey, 1607-1877 3
HIST 126 U.S. History Survey, 1877-present 3
HIST 173 Western Civilization to 1350..... 3
HIST 174 Western Civilization since 1350 3
ENG 201 Survey of Literature 3
ENG 206 Introduction to Poetry 3
200 to 300 level English literature course¹ 3

Group D: Economics

ECN 101 Microeconomics 3
ECN 102 Macroeconomics 3

Individuals and Society/Groups Pool 3

Complete one (1) of the following:

IS 101 Life and Culture 3
SOC 100 Introduction to Sociology 3
PSYC/SOC 205 The Family 3
SOC 243 Social Problems 3
SOC 310 Race and Ethnicity 3
PSYC 131 General Psychology 3
PSYC 251 Developmental Psychology 3
EDUC 296 Educational Psychology..... 3
EDUC 301 Education of Exceptional Persons 3
SM 102 Sport and Society 3

¹ Except ENG 341 if used for Global Awareness credit

Global Awareness..... minimum 2

Complete one (1) of the following:

WS 300 Global Issues.....3

WS 315 Social Justice and Service3

EDUC/WS 357 Human Relations with a Global Perspective for Educators..... 2-3

ENG 341 World Literature3

Course descriptions appear alphabetically by discipline code and number in the back of the catalog.

Writing Intensive Courses

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

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

Some Writing Intensive Courses are included in the Wesleyan Studies requirements, including English 109 and English 110. Additional courses may be listed as *WI* as determined each semester by the academic divisions.

The Writing Intensive Course requirement is tiered as follows:

A student entering IW as a...	...with this many earned hours...	...must complete this many WI courses.
Freshman	0 – 24	4
Sophomore	24 – 55	3
Junior	56 – 87	2
Senior	88 or more	1

Academic Service Learning Courses

The Center for Service-Learning & Civic Engagement is charged with coordination and monitoring of this graduation requirement. Students complete academic service-learning (identified in University documents as “SL”) courses as part of their graduation requirements.

Traditional Day Students

The number of SL courses a degree-seeking student must complete varies, based on each his or her classification upon entrance to the University.

A student entering IW as a...	...with this many earned hours...	...must complete this many SL courses.
Freshman	0 – 24	4
Sophomore	24 – 55	3
Junior	56 – 87	2
Senior	88 or more	1

Adult and Graduate Studies Students

These student are required to complete a single SL course, WS 320 Leadership and Service¹, to meet this requirement.



¹ Taught online.

Faculty

Herb Schmidt, D.B.A	Professor of Business and Division Chair
Jennifer Crull, M.A.	Assistant Professor of Business
Jonathan Evans, Ph.D	Assistant Professor of Business
Randy Thomas, M.B.A., C.P.A.....	Associate Professor of Accounting

Degrees: Bachelor of Science (BS)

Major: Business Administration

Minor: Business Administration, Sport Management

Concentrations: Accounting, Finance, Management, Marketing, Sport Management, Criminal Justice, Health Care Management, Human Resource Management, Human Services, Music Business, Applied Sciences.

Mission of the Division of Business

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

Learning Outcomes of the Division of Business

- Increase students' written communication skills
- Increase students' oral communication skills
- Increase students' critical thinking skills
- Increase students' problem-solving skills
- Increase students' awareness of ethical decision-making
- Prepare students for a changing global environment
- Demonstrate integrated skills in the theory and practice of core business disciplines

Business Administration Major

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

Curricular Requirements for Business Administration Major:

Complete all of the following:

- Complete the Business Division core curriculum requirements (39 semester hours), **AND**
- Complete six to eight courses in at least one major concentration area (18 – 25 semester hours). Concentration options include Accounting, Applied Sciences, Criminal Justice, Finance, Health Care Management, Human Resource Management, Human Services, Management, Marketing, Music Business, Sport Management. **AND**
- Complete the Business Division Professional Development requirements (5 semester hours)

Grade Requirements:

A grade of "C-" or above is required in all required courses, required support courses, and in all required electives.

Business Administration Major Core Requirements39

Complete all of the following:

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

Required Support Courses (from Wesleyan Studies)7

Complete all of the following:

MATH 171 Elementary Statistics.....	4
PHIL 215 Ethics for Life and Career	3

Professional Development Requirements5

Microsoft Certified Application Specialist requirement¹²

Complete all of the following

BA 101A Microsoft Outlook certification	1
BA 101B Microsoft Word certification	1
BA 101C Microsoft Excel certification	1
BA 101D Microsoft PowerPoint certification	1
BA 101E Microsoft Access certification	1

Professional Development Series

Complete all of the following

BA 102A Resume/Cover Letter Writing	0
BA 102B Job Search Success	0
BA 102C Interviewing Strategies	0
BA 102D Dress for Success	0
BA 102E Dining Etiquette	0
BA 102F Life After College	0

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

Business Administration Major Concentration Requirements

Accounting concentration18

Complete all of the following:

ACTG 320 Intermediate Accounting I	3
ACTG 321 Intermediate Accounting II	3
ACTG 322 Cost Accounting	3
ACTG 340 Introduction to Federal Tax	3
ACTG 360 Accounting Information Systems.....	3
ACTG 431 Auditing, Principles, and Procedures.....	3

¹ The Microsoft Application Specialist certifications are developed and offered by Microsoft ® Corporation and are administered through IW. It is recommended that students complete this program by the end of their sophomore year. At the latest, the program should be completed by the end of the fall semester of the senior year. There are no alternative mechanisms for students to complete their Business Administration degree without first becoming a Microsoft Certified Application Specialist.

² Obtaining certification for each of the five Microsoft areas is required for a Business Administration degree. It is recommended that students take the corresponding prep course, complete it successfully and thus earn one credit hour each prep course, and then complete the certification exam. However, the prep course is optional for students already knowledgeable and ready to certify. The prep courses are graded Pass/Fail with a S or U convention.

Applied Science concentration

Eligibility: Students who have previously earned the Associate of Applied Science [A.A.S.] degree.

Complete all of the following:

1. Complete the IW Wesleyan Studies General Education curriculum
2. Complete the IW Service Learning, Writing Intensive, and Field Experience requirement
3. Complete the IW Business Administration core requirements
 - a. Courses already completed for which there is an existing articulation agreement between IW and the A.A.S.-granting institution will be applied toward this degree program
 - b. A block of closely-related technical courses (e.g., Agribusiness, Machine Technology, etc.) will be substituted in lieu of major concentration course requirements.
 - c. Note: A maximum of 60 credits may be transferred from the A.A.S.-granting institution.
 - d. Final determination of the acceptability of technical courses will be made by the IW Registrar in conjunction with the Business Division chair.

Criminal Justice concentration.....21

Complete all of the following:

CJ 231 Introduction to Criminal Justice.....	3
CJ 260 Criminal Law and Individual Rights.....	3
CJ 307 Criminology.....	3
CJ 355 Law Enforcement.....	3
PSYC 131 General Psychology.....	3
CJ xxx Two 3/400-level Criminal Justice courses.....	6

Finance concentration21

Complete all of the following:

ACTG 320 Intermediate Accounting I.....	3
BA 311 Small Business Management or BA 360 Human Resource Management.....	3
BA 341 Investments.....	3
BA 370 Operations Management.....	3
ECN 240 Applied Statistics for Economics and Business.....	3
ECN 322 Money and Banking.....	3

Complete one of the following:

ACTG 322 Cost Accounting.....	3
ACTG 340 Federal Tax.....	3
ACTG 360 Accounting Information Systems.....	3
BA 311 Small Business Management ¹	3
BA 360 Human Resource Management ²	3

¹ If not taken above in Finance concentration

² If not taken above in Finance concentration

Health Care Management concentration	18
<i>Complete all of the following:</i>	
BA 373 Health Care Policy	3
BA 374 Ethical Issues in Health Care	3
BA 375 Health Law.....	3
BA 376 Quality Management in Health Care	3
BA 473 Health Care Administration	3
BA 474 Health Program Planning and Evaluation	3
 Human Resource Management concentration	 18
<i>Complete all of the following:</i>	
BA 312 Analysis of Organizational Behavior.....	3
BA 332 Administrative and Personnel Law	3
BA 360 Human Resource Management	3
BA 361 Psychology of Business and Industry	3
BA 362 Compensation and Benefits.....	3
ECN 321 Economics of Labor Relations	3
 Human Services concentration	 21
<i>Complete all of the following:</i>	
CJ 231 Introduction to Criminal Justice	3
CJ 260 Criminal Law and Individual Rights	3
PSYC 131 General Psychology	3
PSYC 361 Abnormal Psychology	3
SOC 243 Social Problems	3
SOC 310 Race and Ethnicity.....	3
 <i>Choose one (1) elective:</i>	 3
PSYC/SOC 205 The Family	3
PSYC 209 Social Psychology.....	3
PSYC 326 Introduction to Counseling.....	3
PSYC 372 Positive Psychology.....	3
 Management concentration	 18
<i>Complete all of the following:</i>	
ECN 240 Applied Statistics for Economics and Business	3
BA 311 Small Business Management	3
BA 312 Organizational Behavior.....	3
BA 360 Human Resource Management	3
BA 370 Operations Management.....	3
ACTG 322 Cost Accounting OR ACTG 360 Accounting Information Systems OR BA 341 Investments	3

Marketing concentration.....18

Complete all of the following:

BA 321 Consumer Behavior	3
BA 322 Principles of Advertising	3
BA 371 Business Analysis or BA 323 Market Research	3
ECN 240 Applied Statistics for Economics and Business.....	3

Complete two of the following:

ART 204 Graphic Layout and Design I	3
BA 324 Market Management.....	3
BA 325 Social Media.....	3
DMD 109 Survey of Multimedia	3
DMD 221 Web Design and Programming	3

Music Business concentration23

Complete all of the following18

MUS 141 Elementary Harmony	2
MUS 142 Elementary Harmony	2
MUS 143 Elementary Sight Singing.....	1
MUS 144 Elementary Sight Singing.....	1
MUS 241 Advanced Harmony	2
MUS 243 Advanced Sight Singing	1
MUS xxx Ensembles	3
MUS xxx Applied lessons.....	3
MUS xxx Instrument courses	3

Choose one (1) of the following3

MUS 353 Music History.....	3
MUS 354 Music History.....	3

Choose one (1) of the following2

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

Sport Management concentration.....21-25

Complete all of the following:

SM 101 Introduction to Sport Management	3
SM 102 Sport and Society	3
SM 211 Athletic Facility and Event Management.....	3
SM 223 Sport Marketing and Sales.....	3
SM 232 Sport Information and Communication Practices	3
SM 362 Sport Governance and organizational Strategy.....	3
SM 398 Experiential Learning Practicum	0-3
PE 212 Coaching Authorization.....	4

Business Administration Minor for non-Business Division Majors24

Complete all of the following:

BA 100 Survey of Business.....	3
ECN 101 Microeconomics.....	3
ECN 102 Macroeconomics.....	3
ACTG 210 Financial Accounting.....	3
ACTG 211 Managerial Accounting.....	3
BA 310 Principles of Management.....	3
BA 320 Principles of Marketing.....	3
BA 330 Business Law.....	3

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

Sport Management Minor:22

Complete all of the following:

SM 101 Introduction to Sport Management.....	3
SM 102 Sport and Society.....	3
SM 211 Athletic Facility and Event Management.....	3
SM 223 Sport Marketing and Sales.....	3
SM 232 Sport Information and Communication Practices.....	3
SM 362 Sport Governance and Organizational Practices.....	3
PE 212 Coaching Authorization.....	4



Faculty

Rebecca Beckner, Ph.D.	Professor of Education Chair of the Education Division Teacher Education Program
Erin Bass, M.A.	Assistant Professor of Education
Jaime Martinez Cancanon, Ed.D.	Assistant Professor of Mathematics
Shawna Hudson, Ph.D.	Professor of Education
Lane Levine, M.A.	Associate Professor of Physical Education
Cheyrl Newland, Ph.D.	Associate Professor of Education
Kathleen Schmidt, Ph.D.	Assistant Professor of Education
Valerie Unkrich, M.S.	Associate Professor of Physical Education

Degrees: Bachelor of Science (BS)

Majors: Educational Foundations, Elementary Education, Exercise Science and Wellness, Physical Education, Secondary Science Education

Endorsements: Early Childhood Education (PK-K), Reading (K-8/5-12). Athletic Coaching (K-12), Instructional Strategist I: Mild & Moderate (K-8/5-12), Health (K-8/5-12), Music (K-8/5-12) Physical Education (K-8/5-12), Basic Science (K-8/5-12), All Science (5-12)

General Information

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

Mission Statement

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

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

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

The Teacher Education Program offers early and continuing field experiences. As early as the first year, prospective teachers may become involved in teaching activities in PK-12 schools. Throughout the program students are provided the opportunities to observe and/or participate in classroom practices. Methods courses emphasize instructional planning, various teaching strategies, and current uses of technology. Students will take 1-4 courses with Service Learning (SL) depending upon which catalog students enter under. The culminating experience is student teaching and a professional portfolio presentation.

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

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

1. Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
2. Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
3. Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
4. Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

5. **Application of Content:** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
6. **Assessment:** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
7. **Planning for Instruction:** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
8. **Instructional Strategies:** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
9. **Professional Learning and Ethical Practice:** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
10. **Leadership and Collaboration:** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.
11. **Technology:** The teacher understands new, emerging technologies, which support and promote student learning in appropriate, effective and safe ways to engage students in achieving learning goals.

The offerings of the programs are designed to meet the needs of three types of students:

- Prospective teachers seeking licensure.
- Licensed teachers with professional needs for endorsements and personal enrichment.
- Candidates pursuing a career related to education, not requiring licensure.

Accreditation

The teacher education programs of IW are accredited by the Iowa Department of Education and by the Higher Learning Commission of the North Central Association of colleges and Schools. The Commission is located at 230 South LaSalle Street, Suite 7-500, Chicago, Illinois 60604. Telephone: 1.800.621.7440. Website: www.ncahlc.org.

Federal Title II Information

Section 207 of Title II of the Higher Education Act mandates that each institution of higher education, which conducts a teacher preparation program that enrolls students receiving Federal assistance under this Act, shall report to the State and the general public the following information: a) total number of students enrolled in the Teacher Preparation Program (admitted and student teachers); b) number of student teachers; c) total number of supervising faculty for student teachers; d) total number of weeks of supervised student teaching ; and e) average number of hours per week of student participation in supervised student teaching.

Teacher Education Programs

- Basic Skills Testing / Accommodations/ English Proficiency - International Students
- Admission to the Teacher Education Program
- Professional semester/Approval for Licensure

Teacher education programs are offered in elementary teaching (grades K-6), secondary science education (grades 5-12) and physical education teaching (grades K-12). The elementary education program requires a major in elementary education and one area of concentration. The physical education program requires a major in physical education (K-8 and 5-12). Music majors may choose to major in music with teacher licensure (K-8 and 5-12). IW also offers popular endorsements in early childhood (pre K – kindergarten), reading (K-8 and 5-12), instructional strategist: mild/moderate (K-8 and 5-12), health (K-8 and 5-12), athletic coaching (K-12), basic science (K-8), basic science (5-12), and all science (5-12). IW also offers coaching authorization for the State of Iowa. A detailed list of all requirements for these and other endorsements is available in the catalog. **All official scores must be received in the Teacher Education Office by the Drop/Add date of the semester of enrollment.**

Basic Skills Testing

The state of Iowa requires that teacher preparation programs administer a basic skills test to all teacher education candidates to obtain admission into the program. The Teacher Education Program at IW requires that all students seeking licensure pass the Praxis Core exam.

Students are allowed three opportunities to pass all three modules of the Praxis Core exam.

Praxis Core

- A. Administered regionally by Educational Testing Service (ETS) (Students registers via ets.org/praxis)
- B. Minimum Module Scores: Math 150/ Reading 156/ Writing 162
- C. Scores sent to IW from ETS/Praxis

English Proficiency Requirement for International Students Apply for the Teacher Education Program

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

Written and Reading Proficiency – Based on one of the following criteria:

Exam	Minimum Score
TOEFL Internet Base Score	61
TOEFL Online Base Score	173
TOEFL Paper Base Score	500
ACT Composite	19
SAT Composite	900
Successful completion of IW’s ENG 109 and 110 or equivalent transfer courses.	

Admission to the Teacher Education Program

The requirements outlined below apply to degree-seeking undergraduates and post-baccalaureate students with no teaching license.

1. All students must complete a background check before participating in field experiences. CastleBranch is the company that conducts the background checks and reports the results to the Teacher Education Program Office.
2. Successful completion of EDUC 261: Early Experience in the Schools (or equivalent transfer/waiver);
3. Successful passage of four prerequisite courses, with a grade of C- or higher:
 - a. EDUC 110: Introduction to Teacher Education,
 - b. EDUC 294: Foundations of Education,
 - c. EDUC 295: Curriculum Development and Evaluation (passage of basic skills test required before enrollment), and
 - d. EDUC 296: Educational Psychology;
4. Minimum of a 2.75 cumulative GPA earned at IW;
5. Minimum of 6 credit hours earned at IW;
6. Successful passage of all three modules of the basic skills exam (Praxis Core);
7. Submission of application for admission to the Teacher Education Program office;
8. Disposition Evaluation for EDUC 261 on file;
9. Approval from the Teacher Education Committee.

Professional Semester/Student Teaching

The Professional Semester is considered a capstone experience in which candidates are required to reflect on the planning-teaching-assessment process in depth and to further develop and implement a personal philosophy of teaching. The Student Teaching Seminar, which accompanies the Professional Semester, is designed to facilitate such development, implementation, and reflection.

Qualifications for Student Teaching (to attain Approval for Licensure)

Candidates wishing to student teach must complete the following:

- Admission to TEP;
- Successful completion of EDUC 262 and EDUC 263: Participation and Analysis in the Schools;
- Successful review of portfolio for: 1) required INTASC Standards; 2) appropriate dispositions evaluation; 3) philosophy of education; 4) resume; and 5) letter of introduction;
- Minimum of a 2.75 cumulative GPA at Approval for Student Teaching. Candidates must maintain a 2.75 GPA through graduation;
- All education courses must be satisfactorily completed;
- Approval from the Major Department documenting that all requirements have been met;

- Submit all paperwork by published deadlines (Fall Semester: February 1; Spring Semester: October 1);
- Approval from the Teacher Education Committee.

Professional Semester / Student Teaching: Additional Details

Student Teaching Format

During the Professional Semester (student teaching), candidates must report to their assigned schools at the beginning of the school semester (fall or spring, or as assigned); participate in the opening school workshops; and observe in their assigned classroom. A Student Teaching Orientation will be conducted during or near the time student teachers are to begin this experience. Attendance at the orientation is required of all candidates.

Student Teaching Assignments: Unless otherwise stated below, candidates will split their time between two locations as described herein, approximately 8 weeks in each.

- Elementary majors (K-6): A K-3 level and a 4-6 level
- Elementary & Early Childhood: Kindergarten and a 4-6 level
- Music or Physical Education (K-12): an Elementary and a Secondary
- Elementary & Special Education: K-6 regular classroom and K-6 Special Education
- Secondary Science Education: 5-8 level and a 9-12 level

Student Teaching Preparation Regulations

1. Adequate provision must be made by candidate to student teach full-time. No other courses may be taken during this semester. It is strongly recommended that candidates do not work during student teaching.
2. Candidates may live off-campus during the Professional Semester. If this option is chosen, candidates must make their own arrangements for room and board.
3. Candidates must attend all student teaching workshops/seminars at IW and at their assigned school district during this time. Candidates are encouraged to plan ahead to avoid possible time or travel conflicts.
4. Candidates are responsible for their own transportation to and from student teaching locations.

Approval for Teaching Licensure

Candidates wishing to apply for an Iowa teaching license must complete or obtain the following:

1. Successful completion of student teaching;
2. Minimum of a 2.75 cumulative GPA earned at IW;
3. Completion of bachelor's degree and state of Iowa licensure requirements;
4. Successful presentation of professional portfolio;
5. Successful completion of the PRAXIS II (content and pedagogy) exams; and
6. Recommendation for licensure by TEP Licensure Officer.

Candidates may receive information about the formal application and testing process through their academic advisor, EDUC 110, EDUC 261 field experience instructor, and/or the Teacher Education Program Services Administrator.

9. State of Iowa Department of Education's requirements supersede all TEP policies, procedures, and requirements.
10. There are times when a student begins coursework in the TEP not wanting to earn certification. If, at a later date, the student decides to seek certification he/she must carefully review the requirements for certification and non-certification majors. In fact, a change in certification status may result in additional coursework and assignments.
11. If any IW student not enrolled in the college for one academic year (two consecutive regular semesters, excluding summer-Fall/Spring or Spring/Fall) chooses to re-enter the Teacher Education Program, the student must meet all requirements necessary at the time of re-entry. These requirements include, but are not limited to: basic skills exam scores, GPA, course requirements, and application for re-entry.

Ninth-Semester Program

The Ninth-Semester Program is for all first-year, full-time students enrolled in a Teacher Education program for eight or more consecutive semesters at IW with the end-result of obtaining teacher licensure. The program allows students, pursuing an undergraduate degree in elementary, K-12 education (music or physical education) or secondary science education, to use their ninth semester to complete student teaching—for a minimal fee.

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

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

IW Required Courses

The Wesleyan Studies curriculum is described under “Required Courses of Instruction” in this catalog. The first two years of the Wesleyan Studies Curriculum are not required of transfer students holding the A.A. or A.S. Degree with some exceptions. (See Transfer Credit on page 15.)

Writing Intensive courses (Described under Wesleyan Studies.)

Service Learning (Described under The Center for Service-Learning & Civic Engagement in catalog.)

Students must have 120 credits to graduate. Students must have credit in courses numbered 300 or higher and their 30 final hours of course credit must be taken at IW.

Programs of Study

Elementary Education Major (Licensure)

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

Required Courses (minimum) 54

EDUC 110 ¹ Introduction to Teacher Education	1
EDUC 215 Technological Applications in the Classroom	2
EDUC 261 Early Experience in the Schools	1
EDUC 262 Participation and Analysis in the Schools	1
EDUC 263 Participation and Analysis in the Schools	1
EDUC 294 ¹ Foundations of Education.....	2
EDUC 295 ¹ Curriculum Development and Evaluation	3
EDUC 296 ¹ Educational Psychology	3
EDUC 301 Education of Exceptional Persons.....	3
EDUC 302 Classroom Management.....	2
EDUC 305 Elementary School Science Methods.....	3
EDUC 314 Foundations of Elementary Literacy Methods.....	3
EDUC 323 Elementary School Math Methods	3
EDUC 324 Primary Literacy Methods.....	3
EDUC 331 Elementary School Social Studies Methods.....	3
EDUC 338 Children's Literature	2
EDUC 345 Methods of Elementary Written Communication	3
EDUC 357 Human Relations: Global Perspective for Educators	2-3
EDUC 390 Elementary Specials Methods (Art, Music, PE/Health/Wellness)	3
EDUC 402 Seminar for Elementary Teachers.....	1
EDUC 442 Practicum in Elementary Education.....	6-7
EDUC 443 Practicum in Elementary Education	6-7

Required Support Courses (minimum) 29

Group A18

Complete all of the following:

COMM 147 Introduction to Public Speaking	3
ENG 109 College Composition	3
ENG 110 College Research.....	3
MATH 150 Mathematics for Elementary Teachers.....	3
MATH Any Math course numbered 102 or higher	3
PSYC 251 Developmental Psychology.....	3

¹ This course must be taken before any methods courses.

Group B: History	3
<i>Complete one of the following:</i>	
HIST 125 Survey of US History (1603-1877)	3
HIST 126 Survey of US History (1877-Present).....	3
Group C: Science ¹	8 - 12
<i>Complete two or three courses from Group C; one per science content area. See footnote.</i>	
<u>Physical Science Content Area</u>	
CHEM 175 General Chemistry I with Lab	4
PHYS 210 General Physics I	4
SCI 206 Physical Science	4
<u>Earth/Space Science Content Area</u>	
SCI 205 Elementary Astronomy.....	4
SCI 206 Physical Science	4
<u>Life Science Content Area</u>	
BIO 201 General Botany	4
BIO 211 General Zoology.....	4
BIO 241 Human Anatomy and Physiology I.....	4
BIO 260 Ecology and Conservation	4

Elementary Education Concentration12

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

Physical Education (K-12) Major (Licensure)

Prospective teachers seeking physical education licensure should plan, at least, a four-year program of study leading to an initial Iowa teaching license. Every candidate must meet the University requirements for graduation. At time of licensure a current certificate of CPR training is required in addition to the coursework requirements.

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

¹ Iowa licensure requires six hours of science (to include content in physical, earth/space, and life). To meet the content requirements, students must take 2 or 3 four-hour science courses. To satisfy the requirement with two courses, the student should take SCI 206 (it meets both physical and earth/space requirements) and a life science course. Any combination not including SCI 206 will mean 3 courses (12 hours) will be needed to meet the requirement.

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

Students majoring in Physical Education will learn and understand the National Standards for Physical Education. The required content courses for State licensure as a physical education teacher are listed below. See additional required professional core courses later in the section.

Required courses 43

Complete each of the following courses

BIO 241 Human Anatomy and Physiology I	4
EDUC 332 Elementary School P.E. and Health Methods and Curriculum.....	3
PSYC 251 Developmental Psychology	3
PE 107 Dance and Movement.....	3
PE 109 Functional Fitness and Personal Wellness	2
PE 221 Team Sports	3
PE 223 Individual Sports	3
PE 225 Introduction to Physical Education	3
PE 231 First Aid (includes required CPR certification)	1
PE 250 Motor Learning	2
PE 352 Kinesiology	3
PE 341 Movement and Adaptive Physical Education	3
PE 356 Principles, Assessment and Research in PE	3
PE 484 Physiology of Exercise	4
PE 493 Organization, Administration, Curriculum Dev. of Secondary PE and Athletics	3

Secondary Science Education (5-12) Major (Licensure)

Prospective teachers seeking elementary licensure should plan, at least, a four-year program of study leading to an initial Iowa teaching license. Every candidate must meet the University requirements for graduation. The candidate who completes this major can be licensed to teach all areas of science in grades 5-12 in Iowa.

The required content courses for State licensure as a secondary science education teacher are listed below. See additional required professional core courses later in the section.

Required courses (minimum) 45

Complete each of the following courses

BIO 201 General Botany.....	4
BIO 211 General Zoology	4
BIO 260 Ecology and Conservation	4
CHEM 175 General Chemistry I with Lab	4
CHEM 176 General Chemistry II with Lab	4
MATH 171 Elementary Statistics	4
PHYS 210 General Physics I.....	4

PHYS 211 Basic Electronics	1
PHYS 220 General Physics II	4
SCI 205 Elementary Astronomy.....	3
SCI 341 Principles of Geology	3
SCI 342 Earth Science	3
EDUC 396E Secondary School Special Methods: Science Education	3

**Professional Core for K-12 Physical Education, K-12 Music Education, and 5-12 Science Education (Licensure)
(minimum) 50**

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

All courses in Group A must be completed before enrolling in courses in Group B.

Group A

EDUC 110 Introduction to Teacher Education	1
EDUC 261 Early Experience in the Schools.....	1
EDUC 294 Foundations of Education	2
EDUC 295 Curriculum Development and Evaluation	3
EDUC 296 Educational Psychology	3

Group B

EDUC 215 Technological Applications in the Classroom (PE).....	2
EDUC 262 Participation and Analysis in the Schools.....	1
EDUC 263 Participation and Analysis in the Schools.....	1
EDUC 301 Education of Exceptional Persons	3
EDUC 302 Classroom Management	2
EDUC 327 Reading in the Secondary Content Area	2-3
EDUC 357 Human Relations: Global Perspectives for Educators	2-3
EDUC 396 Secondary School Special Methods (PE and Science)	3
EDUC 404 Seminar for Secondary Teachers	1
EDUC 482 Practicum in K-12 Education (PE and Music).....	7
EDUC 483 Practicum in K-12 Education (PE and Music).....	7
EDUC 492 Practicum in 5-12 Education (Science).....	7
EDUC 493 Practicum in 5-12 Education (Science).....	7

Teaching Endorsements

- Athletic Coaching (K-12)
- All Science Education (5-12)
- Basic Science (K-8/5-12)
- Early Childhood Education (PK-K)
- Health (K-8/5-12)
- Music (K-8/5-12)
- Physical Education (K-8/5-12)
- Reading Endorsement (K-8/5-12)
- Special Education Endorsement (Instructional Strategist I: Mild & Moderate; K-8/5-12)

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



Athletic Coach (K-12)

PE 212 Coaching Authorization4
PE 352 Kinesiology.....3
PE 482 Prevention, Care and Treatment of Athletic Injuries3
PSYC 251 Developmental Psychology3

All Science Education (5-12)

BIO 201 General Botany4
BIO 211 General Zoology.....4
BIO 260 Ecology and Conservation4
CHEM 175 General Chemistry I with Lab4
CHEM 176 General Chemistry II with Lab4
CHEM 355 Organic Chemistry I4
MATH 171 Elementary Statistics4
PHYS 210 General Physics I4
PHYS 211 Basic Electronics1
PHYS 220 General Physics II4
SCI 205 Elementary Astronomy3
SCI 341 Principles of Geology3
SCI 342 Earth Science3
EDUC 396E Secondary School Special Methods: Science Education.....3

Basic Science (K-8)

Physical Science12
 CHEM 175 General Chemistry I with Lab4
 CHEM 176 General Chemistry II with Lab or PHYS 210 General Physics I.....4
 SCI 205 Physical Science4

Biology8
 BIO 201 General Botany or BIO 211 General Zoology.....4
 BIO 260 Ecology and Conservation4

Earth/Space Science6
 SCI 205 Elementary Astronomy3
 SCI 342 Earth Science3

Education.....3
 EDUC 327 Reading in the Secondary Content Areas Methods3

Basic Science (5-12)

BIO 201 General Botany.....	4
BIO 211 General Zoology	4
BIO 260 Ecology and Conservation	4
CHEM 175 General Chemistry I with Lab	4
CHEM 176 General Chemistry II with Lab	4
MATH 171 Elementary Statistics	4
PHYS 210 General Physics I.....	4
PHYS 220 General Physics II	4
SCI 205 Elementary Astronomy	3
SCI 342 Earth Science.....	3
EDUC 396E Secondary School Special Methods: Science Education	3

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Early Childhood Education (PK-K)

EDUC 268 Care and Development of the Preschool	3
EDUC 279 Introduction to Early Childhood Education.....	3
EDUC 355 Methods and Materials for Early Childhood Education	3
EDUC 421 Preschool Practicum	3
EDUC 422 Kindergarten Practicum	3/7
PSYC 251 Developmental Psychology	3
SOC 100 Introduction to Sociology	3
EDUC 296 Educational Psychology	3
HLTH 300 Health and Nutrition.....	3
SPED 306 Collaboration and the Family	3

All coursework must be completed before taking practicum.

Health (K-8)

Complete each of the following:

BIO 241 Human Anatomy & Physiology I.....	4
EDUC 332 Elementary School P.E. and Health Methods & Curriculum	3
HLTH 200 Substance Abuse	2
HLTH 300 Health and Nutrition	3
HLTH 344 Community and Consumer Health	3
PE 231 First Aid	1
PSYC 251 Developmental Psychology	3

Choose one of the following:

PE 352 Kinesiology	3
PE 484 Physiology of Exercise	4

Choose one of the following:

SPED 306 Collaboration and the Family OR.....	3
PSYC/SOC 205 The Family	3

Health (5-12)

Complete all of the following:

BIO 241 Human Anatomy and Physiology I.....4
EDUC 396H Secondary School Special Methods: Health & Curriculum3
HLTH 300 Health and Nutrition3
HLTH 344 Community and Consumer Health.....3
PE 231 First Aid1
PSYC 251 Developmental Psychology3

Choose one of the following:

PE 352 Kinesiology3
PE 484 Physiology of Exercise.....4

Choose one of the following:

SPED 306 Collaboration and the Family OR3
PSYC/SOC 205 The Family3

Music (K-8)

MUS 100-400 Music Lab..... 2-4
MUS 113, 115, 117, 118, 119, 120 4
MUS 123-124 Diction for Singers 1-2
MUS 142 Elementary Harmony..... 2
MUS 143 Aural Skills I..... 1
MUS 144 Aural Skills II..... 1
MUS 241 Advanced Harmony: Part Writing and Keyboard 2
MUS 243 Aural Skills III 1
MUS 244 Aural Skills IV 2
MUS 328 Materials of Music 3
MUS 353 History of Music.....3
MUS 354 History of Music..... 3
MUS 355 Elementary Music Methods and Curriculum 2
MUS 356 Choral Methods and Curriculum2
MUS 357 Instrumental Conducting2
MUS 358 Choral Conducting2
MUS 386 Instrumental Methods and Curriculum2
MUS 481 Arranging2

- Private Instruction on Major Instrument, to include at least 9-11 credit hours
- Two semesters each of piano and voice

Music (5-12)

MUS 100-400 Music Lab	2-4
MUS 113, 115, 117, 118, 119, 120	4
MUS 123-124 Diction for Singers	1-2
MUS 142 Elementary Harmony	2
MUS 143 Aural Skill I	1
MUS 144 Aural Skills II	1
MUS 241 Advanced Harmony: Part Writing and Keyboard	2
MUS 243 Aural Skill III	1
MUS 244 Aural Skills IV	2
MUS 328 Materials of Music	3
MUS 353 History of Music	3
MUS 354 History of Music	3
MUS 355 Elementary Music Methods and Curriculum	2
MUS 356 Choral Methods & Curriculum	3
MUS 357 Instrumental Conducting	2
MUS 358 Choral Conducting	2
MUS 386 Instrumental Methods & Curriculum	2
MUS 481 Arranging	2

- Private Instruction on Major Instrument, to include at least 9-11 credit hours
- Two semesters each of piano and voice

Physical Education (K-8)

BIO 241 Human Anatomy and Physiology I	4
EDUC 332 Elementary School P.E. and Health Methods & Curriculum	3
PSYC 251 Developmental Psychology	3
PE 107 Dance and Movement	3
PE 109 Functional Fitness and Personal Wellness	2
PE 221 Team Sports	3
PE 223 Individual Sports	3
PE 225 Introduction to Physical Education	3
PE 231 First Aid	1
PE 250 Motor Learning	2
PE 341 Movement and Adaptive Physical Education	3
PE 356 Principles, Assessment and Research in Physical Education	3
PE 484 Physiology of Exercise	4

Physical Education (5-12)

BIO 241 Human Anatomy and Physiology I	4
EDUC 396K Secondary School Special Methods: PE & Curriculum	3
PSYC 251 Developmental Psychology	3

PE 107 Dance and Movement	3
PE 109 Functional Fitness and Personal Wellness	2
PE 221 Team Sports	3
PE 223 Individual Sports	3
PE 225 Introduction to Physical Education	3
PE 231 First Aid	1
PE 250 Motor Learning	2
PE 341 Movement and Adaptive Physical Education	3
PE 352 Kinesiology	3
PE 356 Principles, Assessment and Research in Physical Education	3
PE 484 Physiology of Exercise	4
PE 493 Organization, Administration, Curriculum Development	3
Secondary Physical Education & Athletics	

Reading (K-8)

ENG 109 College Composition.....	3
ENG 110 College Research	3
EDUC 296 Educational Psychology	3
EDUC 314 Foundations of Elementary Literacy Methods	3
EDUC 338 Children’s Literature	2
EDUC 342 Intermediate Literacy Methods	3
EDUC 451 ¹ Diagnostic and Assessment Reading Methods	3
EDUC 452 ¹ Remedial Reading Methods	3
EDUC 453 Reading Practicum	3
SPED 341 ² Characteristics of Special Education Students	3

Reading (5-12)

ENG 109 College Composition.....	3
ENG 110 College Research	3
EDUC 296 Educational Psychology	3
EDUC 327 Reading in the Secondary Content Areas	2
EDUC 348 Reading Literature for Adolescents.....	3
EDUC 382 Modern English Grammars.....	3
EDUC 451 ³ Diagnostic and Assessment Reading Methods	3
EDUC 452 ² Remedial Reading Methods	3
EDUC 454 Reading Practicum.....	3
SPED 341 ¹ Characteristics of Special Education Students	3

¹ Prerequisite EDUC 314: Foundations of Elementary Literacy Methods.

² This course may be taken with EDUC 454 Reading Practicum. All other courses must be completed before the practicum.

³ This course has a prerequisite: EDUC 324 Primary Literacy Methods.

Special Education Instructional Strategist I: Mild/Moderate (K-8)

EDUC 301 Education of Exceptional Persons.....	3
EDUC 302 Classroom Management	2
EDUC 451 Diagnostic and Assessment Reading Methods	3
EDUC 452 Remedial Reading Methods	3
SPED 306 Collaboration and the Family.....	3
SPED 341 ² Characteristics of Special Education Students	3
SPED 342 Diagnosis and Assessment of Students with Disabilities	3
SPED 344 Methods and Teaching Strategies for Students with Disabilities	3
SPED 442 Practicum in Special Education.....	3/7

Special Education Instructional Strategist I: Mild/Moderate (5-12)

EDUC 301 Education of Exceptional Persons.....	3
EDUC 302 Classroom Management	2
EDUC 327 Reading in the Secondary Content Areas	2
EDUC 451 Diagnostic and Assessment Reading Methods	3
EDUC 452 Remedial Reading Methods	3
SPED 297 Career Development and Transition for Students with Disabilities	3
SPED 341 Characteristics of Special Education	3
SPED 342 Diagnosis and Assessment of Students with Disabilities	3
SPED 344 Methods and Teaching Strategies for Students with Disabilities	3
SPED 492 Practicum in Special Education.....	3

All coursework must be completed before taking the practicum.

Educational Foundations Major (Non-Licensure)

A student not seeking a teaching license may complete a program leading to a Bachelor of Science Degree with an Educational Foundations Major. Courses required for this major are outlined below. An internship must be completed for this major and approved by the Iowa Wesleyan Director of Career Services, Internships, and Service Learning and the Teacher Education Program Director of Educational Field Experiences. The Educational Foundations Major is recommended for candidates pursuing a career related to education that may or may not require an advanced degree.

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

- School Counselor
- Speech Pathologist
- Student Affairs
- Hearing Specialist
- Rehabilitation Counseling
- Private Educational Agencies
- School Psychologist
- School Business Manager
- School Social Worker
- Educational Sales/Marketing
- Community University Professor
- Camp/Recreational Administration
- University Professor
- Religious Organization Youth Worker

Educational Foundations Major Required Core Courses (minimum) 22

Complete each of the following courses:

EDUC 110 Introduction to Teacher Education	1
EDUC 215 Technological Applications in the Classroom	2
EDUC 261 Early Experience in the Schools	1
EDUC 294 Foundations of Education	2
EDUC 296 Educational Psychology	3
EDUC 301 Education of Exceptional Persons	3
EDUC 302 Classroom Management	2
EDUC 357 Human Relations: Global Perspective for Educators	2-3
EDUC 498 Field Experience	6

Educational Foundations Required Support Courses 15-16

Complete each of the following courses..... 9:

COMM 147 Introduction to Public Speaking	3
ENG 311 Expository Writing	3
PSYC 251 Developmental Psychology	3

Complete one of the following courses 3

CJ 347 Research Methods in Criminal Justice	3
PSYC 347 Research Methods in Psychology	3

Complete one of the following courses 3-4

MATH 171 Elementary Statistics	4
PSYC 271 Statistics for Behavioral Sciences	3

Selected Emphasis Courses.....15

Group A: Complete three of the following courses 9

CJ 308 Juvenile Delinquency	3
CJ 316 Introduction to Corrections	3
CJ 322 Probation and Parole	3
EDUC 338 Children’s Literature.....	2
HLTH 300 Health and Nutrition	3
HLTH 344 Community and Consumer Health.....	3
PSYC 324 Child Psychopathology.....	3
PSYC 326 Introduction to Counseling.....	3
PSYC 336 Motivation and Emotion	3
PSYC 361 Abnormal Psychology	3
PSYC 367 Cognitive Psychology	3
SOC 320 Social Organization	3
SOC 310 Race and Ethnicity.....	3
SPED 306 Collaboration and the Family	3
SPED 341 Characteristics of Special Education Students	3

Group B: Complete two of the following courses	6
ART 201 Basic Studio and Design 2D	3
CJ 231 Introduction to Criminal Justice	3
SPED 297 Career Development and Transition for Students w/ Disabilities	3
PHIL 215 Ethics for Life and Career	3
PSYC/SOC 205 The Family	3
BA 100 Survey of Business	3
REL 150 Introduction to World Religions.....	3
SOC 243 Social Problems	3

Summary of Credits

Education Courses.....	16-17
Support Courses.....	15-16
Selected Emphasis Courses.....	15
Field Experience	6

Exercise Science and Wellness Major (Non-Licensure)

This course of study will allow the students to work with a non-athletic or athletic population in developing a program of wellness. This major has the courses needed for those interested in becoming a certified strength coach, a personal trainer, a fitness instructor or a fitness trainer. These individuals will be able to find positions in the college/university setting, the private club setting, and 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 Physical Education and Exercise Science and Wellness faculty administers courses for any student who wishes to participate. Some majors require their students to participate in some type of activity (individual, service, recreational, intramural or intercollegiate) and the faculty welcomes these individuals into the activity courses that are taught throughout the year. Students should check the requirements of their major.

Exercise Science and Wellness majors will learn and understand the National Standards for Exercise Science:

1. **Foundational Core** – Competencies describe foundational knowledge and skill expected in the areas of human anatomy, human physiology, exercise physiology, biomechanics and care and prevention of injuries.
2. **Exercise Prescription for Normal and Special Population** – Competencies in physiological testing, exercise prescription, exercise leadership, and exercise and aging.
3. **Health Promotion** – Competencies in nutrition, weight control, stress management and substance abuse.
4. **Administrative Tasks** – Competencies in programming, facilities and equipment, marketing and legal liability.
5. **Human Relations** – Competencies of communication and motivation.
6. **Professional Development** – Competencies in orientation and professional growth.
7. **Practical Experience** – Competencies in orientation and internship.

Required Courses41

Complete each of the following courses:

PE 125 Introduction to Exercise Science and Wellness	3
PE 231 First Aid	1
PE 250 Motor Learning	2
PE 260 Scientific Aspects of Strength Development	2
PE 352 Kinesiology	3
PE 356 Principles and Assessment of Physical Education	3
PE 381 Fitness Evaluation and Training	3
PE 398 Practicum in Physical Education	3
PE 482 Prevention, Care, and Treatment of Injuries	3
PE 484 Physiology of Exercise and Health	4
PE 498 Internship in Exercise Science	6
HLTH 200 Substance Abuse	2
HLTH 344 Community and Consumer Health	3
HLTH 300 Health and Nutrition	3

Required Support Courses11

BIO 241 Anatomy and Physiology I	4
BIO 242 Anatomy and Physiology II	4
PSYC 251 Developmental Psychology	3

Additional Required Area (Must choose 1)

1. Double Major with Physical Education
2. Minor in Sport Management, Business Administration, Chemistry, or Psychology
3. Science Concentration Area
 - CHEM 175 General Chemistry I with Lab4
 - CHEM 176 General Chemistry II with Lab4
 - PHYS 210 General Physics I4
 - PHYS 220 General Physics II4

Exercise Science and Wellness Minor (non-licensure)

Required Courses22

Complete each of the following courses:

PE 125 Introduction to Exercise Science and Wellness	3
PE 212 Coaching Authorization	4
PE 260 Scientific Aspects of Strength Development	2
PE 352 Kinesiology	3
PE 381 Fitness Evaluation and Training	3
PE 398 Practicum in Physical Education	3
PE 484 Physiology of Exercise and Health	4

Required Support Courses4

BIO 241 Anatomy and Physiology I	4
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Humanities Divison

Faculty

Jason Edwards, D.M. Division Chair
Professor of Music

Blair Buffington, M.A. Director of Choral Activities

Michael Knight, D.M.A Associate Professor of Music

Ann M. Klingensmith, M.F.A. Professor of Art
Coordinator for the Art Program

Joy Lapp, Ph.D. Associate Professor of Religion
Holder of the William C. and Maxine M. Manning Endowed Chair of Christian Religion
Coordinator for the Religion Program

Jeff Martinek, Ph.D. Professor of English
Coordinator for the English Program

David Schmitz, M.A. Assistant Professor of ESL
Director of ESL

Shaunna Wilkinson Ph.D. Assistant Professor of English
Coordinator of the First Year Writing Program

Degrees: Bachelor of Arts (BA), Bachelor Science (BS),

Majors: Christian Studies, Music, Digital Media Design, Humanities

Minors: English, Music, Religion, Studio Art, Digital Media Design, Humanities, International Studies

Mission of the Division of Humanities

Students in courses offered by the Humanities Division will examine varied types of creativity, expression, interpretation, and interactions by which human life is given meaning. Communication, Critical Reasoning, and Civic Engagement (the IW Life Skills) are promoted through the academic programs in the Division, with curriculum crafted to foster students' success during their IW experience and after graduation.

Christian Studies

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

Religion majors will:

- Students will understand and interpret diverse religious traditions in historical and cultural contexts.
- Students will demonstrate knowledge of the Biblical text and the ability to utilize appropriate scholarly tools and methods to interpret it.
- Students will demonstrate understanding of the historical and theological foundations of Christianity.

- Students will articulate and critique their own ethical values and utilize moral reasoning skills to analyze issues of societal concern.

Christian Studies Core Requirements 36

Complete all of the following:

REL 150 Introduction to World Religions	3
REL 201 Introduction to Hebrew Bible	3
REL 202 Introduction to New Testament	3
REL 302 Church History	3
REL 304 Contemporary Theology	3
REL 499 Senior Seminar in Religion	3
PHIL 201 Introduction to Philosophy.....	3
PHIL 215 Ethics for Life and Career	3
PHIL 306 Philosophy of Religion	3
Religion Elective	3
Field Experience	6

Required Support Courses6

Complete all of the following:

Two Semesters of Language	6
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Religion Minor

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

Religion Minor Course Requirements 18

Complete all of the following:

REL 150 Introduction to World Religions	3
9 Credits of Religion Electives.....	9
6 Credits of Philosophy Electives.....	6

English

English Minor

This program will equip students to:

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

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

A grade of at least C- is necessary to earn credit for the English minor requirements.

English Minor Course Requirements 18

Complete all of the following:

ENG 201 Survey of Literature	3
ENG 206 Introduction to Poetry	3
ENG 311 Expository Writing (WI).....	3

Complete 3 courses from the following, for a minimum of 9 credits:

ENG 326 Environmental Literature	3
ENG 327 Reading Film as Literature	4
ENG 334 British Literature II	3
ENG 341 World Literature (WI).....	3
ENG 344 Media Ecology and the Humanities	3
ENG 349 American Literature I	3
ENG 350 American Literature II	3
ENG 352 Shakespeare	3
ENG 365 English Novel.....	3

Humanities

An IW Humanities major is designed to help students sharpen skills in inquiry, analysis, communication, and creative problem-solving; it develops in students flexible, contextual thinking informed by nuances in social, cultural, and historical influences; it cultivates social, verbal, visual, and informational literacies; and it encourages lifelong learning inspired by curiosity, scholarship, passion, and a concern for social justice.

Students choosing to pursue a Humanities major will complete a Humanities core and then select either an existing concentration in English, Religion, Art or Music, or work with faculty to create a personalized, interdisciplinary concentration. All Humanities majors will complete both a freshman Humanities seminar class and a senior Humanities capstone class designed to place their Humanities studies within a contemporary context that stresses real-world relevance and application of Humanities-based skills to the 21st century challenges of work and global citizenship. Students choosing a Humanities minor will complete five courses from a list of Humanities offerings and the same senior capstone experience.

Humanities Major Core Requirements 28

Complete all of the following:

HUM 101 Introduction to the Humanities	1
ENG 201 Survey of Literature	3
ENG 311 Expository Writing	3
PHIL 201 Introduction to Philosophy	3
ART 203 Art Appreciation	3
MUS 225 Survey of Music Literature	3
REL 201 Introduction to the Hebrew Bible or REL 202 Introduction to the New Testament.....	3
HUM 498 Internship.....	6
HUM 499 Capstone in Humanities.....	3

****Note: No more than 6 hours can count for both Wesleyan Studies and Humanities Core**

Choose 9 hours of emphasis in one of the following areas:

Area 1: Art (Studio)9

Complete 3 courses from the following:

ART 201 Foundations of Studio/Design.....	3
ART 207 Photography.....	3
ART 215 Painting I or ART 225 Painting II.....	3
ART 216 Ceramics I or ART 226 Ceramics II.....	3
ART 219 Drawing I or ART 229 Drawing II.....	3
ART 381 Art History I or ART 382 Art History II.....	3
ART 359 Printmaking.....	3

Area 2: English9

Complete 3 courses from the following:

ENG 227 Reading Film as Literature.....	3
ENG 328 Sports and Literature.....	3
ENG 334 British Literature II.....	3
ENG 344 Media and Ecology.....	3
ENG 352 Shakespeare.....	3
ENG 365 English Novel.....	3
ENG 380 Topics of Literature.....	3

Area 3: Music.....9

Complete courses from the following that will equal 9 credits (at least 3 credits must be from the Applied Music pool):

Applied Music

Private Instruction: MUS 121, 122, 221, 222.....	5
Instrument Courses: MUS 113, 115, 117, 118, 119, 120.....	1
Ensembles: MUS 101, 102, 103, 104, 105, 106, 107, 108, 109, 110.....	1
MUS 357 Instrumental Conducting.....	2
MUS 358 Choral Conducting.....	2

Music Theory/Literature

MUS 141 Fundamentals of Music or MUS 142 Elementary Harmony.....	2
MUS 143 Aural Skills I.....	1
MUS 328 Materials of Music.....	3
MUS 353 History of Music (to 1750).....	3
MUS 354 History of Music (1750 to present).....	3

Area 4: Philosophy/Religion9

Complete 3 courses from the following:

PHIL 215 Ethics for Life and Career	3
PHIL 306 Philosophy of Religion.....	3
REL 201 Introduction to the Hebrew Bible	3
REL 202 Introduction to the New Testament	3
REL 302 Church History.....	3
REL 305 History of Christian Thought	3

Humanities Minor Requirements..... 21

Complete courses from the following:

Need 3 credits from each area (Area 1-4) in the Humanities Major's description.....	12
2 electives from any of the above pools for 6 credits	6
HUM 499 Capstone in Humanities.....	3

International Studies Minor

Choose one track to complete an international studies minor.

Track 1: International Studies Minor Requirements- Study Abroad..... 18

Complete the courses from the following (can only share one course with student's major):

IS 100 Introduction to International Studies	3
IS 101 Life and Culture or one additional course from Track 2	3
IS 400 International Studies Capstone or International Internship	3
Study Abroad for an Academic Semester or Year.....	9

Track 2: International Studies Minor Requirements- Mapped Approach 18

Complete the courses from the following (can share only one course with Wesleyan Studies):

IS 100 Introduction to International Studies	3
IS 101 Life and Culture	3
SOC 105 Introduction to Anthropology or SOC 310 Race and Ethnicity.....	3
REL 300 Religion in Western Civilization or REL 265 War and Peace	3
ENG 341 World Literature.....	3
IS 400 International Studies Capstone or International Internship <u>or</u>	3
May Term or Summer Session of Study Abroad.....	3

Music

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

- develop the knowledge and skills required for the practice of the profession of music teaching and performance
- deepen their understanding of artistic musical expression

To fulfill the first objective, the University offers a four-year degree program with music as a major. The music program meets the second objective by providing students across campus with opportunities to expand their exposure to and knowledge of music through participation in instrumental and/or vocal ensembles, private instruction in an instrument or voice, and by taking academic courses designed for both majors and non-majors. The department offers a course of study for a minor in music, as well as concentrations within the majors of Humanities and Business.

All students working toward the degree Bachelor of Arts in Music will participate in following areas, which are designed to provide a rich experience in all facets of music. An optional component leads to teaching licensure for those interested in a career in music education.

- Component 1: Music major core courses
- Component 2: Field experience
- Component 3: Music lab
- Component 4: Private instruction
- Component 5: Proficiencies
- Component 6: Concert/Recital attendance
- Component 7: Recital presentation
- Component 8 (optional): Teaching licensure courses

Note: Students interested in teaching music may select from:

- Elementary Education with Music K-8 Endorsement
- Elementary Education with Music 5-12 Endorsement
- Music major with teaching licensure

Bachelor of Arts in Music

Instrumental Courses 4-6

Each of the following courses must be taken once. At least four of these courses must be taken for 1 credit each. No more than 6 total credits may be earned from these courses. See Variable Course Credit Change in the catalog or your advisor for details.

MUS 113 String Class.....	1
MUS 115 Brass Class.....	1
MUS 117 Woodwind I.....	1
MUS 118 Woodwind II.....	1
MUS 119 Percussion Class.....	1
MUS 120 Guitar Class	1

Diction Courses	2
<i>Each of these courses must be taken. At least one must be taken for 1 credit hour. The other is eligible for Variable Course Credit Change (VCCC) if necessary. See the advisor for details.</i>	
MUS 123 Diction for Singers I	1
MUS 124 Diction for Singers II	1
 Music Theory Courses	 14
<i>Complete all of the following:</i>	
MUS 142 Elementary Harmony	2
MUS 143 Aural Skills I	1
MUS 144 Aural Skills II	1
MUS 241 Advanced Harmony	2
MUS 243 Aural Skills III	1
MUS 244 Aural Skills IV	2
MUS 328 Materials of Music.....	3
MUS 481 Arranging	2
 Music Literature and History Courses	 6
<i>Complete all of the following:</i>	
MUS 353 History of Music (to 1750).....	3
MUS 354 History of Music (1750 to present)	3
 Conducting Courses	 6
<i>Complete all of the following:</i>	
MUS 357 Instrumental Conducting.....	3
MUS 358 Choral Conducting	3



Field Experiences (without teaching licensure).....6

Complete at least 6 credits of the courses below:

MUS 398 Practicum	3
MUS 440-442 Career Applications	2-6
MUS 498 Internship.....	6

Field Experience (with teaching licensure)

EDUC 482-483 Practicum in K-12 Education	12-14
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Music Lab

MUS 100, 200, 300, 400 Music Lab	every IW fall and spring semester
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Applied Music

MUS Major Music Ensemble	every IW fall and spring semester (Ensembles: MUS 101-110)
MUS Private Instruction	every IW fall and spring semester (Private Instruction MUS 121-2, 231-2, 331-2, or 421-2)

Proficiencies

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

In voice:

- be able to sing, at sight, a folk melody which modulates to a closely-related key

In piano:

- be able to play, at sight, hymns and folk song
- be able to harmonize, at sight, with an acceptable accompaniment pattern, single-line melodies such as are found in children's song books
- 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

In conducting:

- be able to control tempo and other music elements
- be able to hear and correct errors
- be able to demonstrate assertive leadership skills

Concert/recital attendance

Attendance at a specified number of recitals and concerts is required of music majors.

Recital presentation

Senior music majors are required to present at least a half recital, i.e., a minimum of thirty (30) minutes of music.

Bachelor of Arts in Music with K-12 Teaching Licensure

Complete all coursework listed above for the Music major and the following block for teaching licensure.

Professional Education Music Requirements..... 52-56

Complete all of the following:

EDUC 110 Introduction of Teacher Education	1
EDUC 261 Early Experience in the Schools	1
EDUC 262 Participation and Analysis in Schools.....	1
EDUC 263 Participation and Analysis in Schools.....	1
EDUC 294 Foundations of Education	2
EDUC 295 Curriculum Development and Evaluation	3
EDUC 296 Educational Psychology.....	3
EDUC 301 Education for Exceptional Persons	3
EDUC 302 Classroom Management	2
EDUC 327 Reading in the Secondary Content Areas	2
EDUC 357 Human Relations for the Teachers	2 or 3
EDUC 404 Senior Lab for Secondary Students	1
EDUC 482 and 483 Practicum in K-12 Education	14
MUS 355 Elementary Music Methods and Curriculum	2
MUS 356 Secondary Music Methods and Curriculum	2
MUS 386 Instrumental Methods and Curriculum.....	2
PSYC 251 Developmental Psychology	3

Required Support Courses.....7

Choose one of the following

BIO 201 General Botany.....	4
BIO 211 General Zoology	4
BIO 241 Anatomy and Physiology I.....	4
BIO 260 Ecology and Conservation	4
CHEM 175 General Chemistry I with Lab.....	4

Chose one of the following

HIST 125 U.S. History Survey 1607 to 1877	3
HIST 126 U.S. History Survey 1877 to present.....	3

Music Minor

Instrumental Courses..... 2-6

At least two of these courses must be taken for 1 credit each. No more than 6 total credits may be earned from these courses. See Variable Course Credit Change on page 50 and the advisor for details.

MUS 113 String Class	1
MUS 115 Brass Class	1
MUS 117 Woodwind I	1
MUS 118 Woodwind II	1
MUS 119 Percussion Class	1
MUS 120 Guitar Class.....	1

Music Theory Courses	6
<i>Complete all of the following:</i>	
MUS 141 Music Fundamentals.....	2
MUS 142 Elementary Harmony.....	2
MUS 143 Aural Skills I.....	1
MUS 144 Aural Skills II.....	1
 Music Literature and History Courses	 6
<i>Complete all of the following:</i>	
MUS 225 Survey of Musical Literature.....	3
<i>Chose complete one of the follow:</i>	
MUS 353 History of Music (to 1750).....	3
MUS 354 History of Music (1750 to present).....	3
 Conducting Courses.....	 3
<i>Choose one of the following:</i>	
MUS 357 Instrumental Conducting.....	3
MUS 358 Choral Conducting.....	3
 Music Lab	
MUS 100, 200, 300, 400 Music Lab.....	every IW fall and spring semester
 Applied Music	
MUS Major Music Ensemble.....	every IW fall and spring semester
(Ensembles: MUS 101-110)	
MUS Private Instruction.....	every IW fall and spring semester
(Private Instruction MUS 121-2, 231-2, 331-2, or 421-2)	

Musical Activities

PRIVATE INSTRUCTION in voice, keyboard, strings, woodwind, brass and percussion instruments is available to IW students regardless of major. Students enrolled in private instruction courses meet individually with their instructor for approximately thirty (30) minutes per week; outside practice is required. Previous experience may be expected for the study of some wind instruments. Students who are beginning University lessons enroll in 100-level courses; 200-level, 300-level and 400-level instruction are for students who are in their second, third or fourth years, respectively, of University instruction.

MUS 121, 122, 221, 222, 321, 322, 421, 422.....	0-5
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ENSEMBLES

The IW Concert Choir maintains its long-standing tradition as the premier touring ensemble at the university. Consisting of approximately thirty-five members, the choir's repertoire is rooted in the sacred literature of the American a cappella tradition but has expanded to include great choral literature from all historical genres and concert styles including major choral orchestral works. Participation is open to all students at IW, regardless of vocation or major study area. The choir performs multiple times each semester on campus and in the Mt. Pleasant community, and tours each spring, either domestically or internationally.

Primae Voces (PREE-meh VO-chess), Latin for the 'first voices' is a highly selective vocal chamber ensemble comprised of students in the IW music program. Members are chosen by audition each academic year from

participants in the concert choir. Grounded in literature of the Renaissance, the ensemble performs a wide variety of chamber repertoire including jazz and popular idioms. Because of the size and flexibility of Primae Voces, the ensemble is frequently called upon to provide music for special events both on and off campus and is often the first voice heard by alumni and constituents of the university.

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

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

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

MUS 101, 102 Chamber Ensembles.....	0-1
(Primae Voces, Chamber Band, Percussion Ensemble)	
MUS 103, 104 Concert Choir.....	0-1
MUS 105, 106 Southeast Iowa Community Band.....	0-1
MUS 107, 108 Jazz Band	0-1
MUS 109, 110 Southeast Iowa Symphony.....	0-1

Art and Digital Media Design

The Art Program offers a Studio Art minor, Digital Media Design major, and Digital Media Design minor.

The Digital Media Design major focuses coursework in interactive media, game design, video and sound with work in web programming and publication design. These areas are supported by coursework in studio art and art history. Business courses are integrated into the curriculum plan and further reflect the diverse and interdisciplinary nature of the major. A minor Digital Media Design is available as is a minor in Studio Art.

The Digital Media Design major is a rigorous program that integrates a common body of knowledge from Studio Art and Art History with digital media courses.

Students will:

- Understand visual principles of design and apply them in a variety of media across disciplines of 2-D and 3-D.
- Incorporate these core concepts as they relate to the visual, sound, spatial and temporal elements of Digital Media Design
- Present work that demonstrates a synthesis of the collaborative nature of Digital Media design including:
 - an understanding and appropriate mastery of software and hardware
 - an ability to analyze and plan projects
- Incorporate a variety of disciplines with a knowledge of Art History in order to analyze and evaluate projects critically demonstrate in
 - writing, spoken and in presentations
 - and digital projects

Digital Media Design Major

Digital Media Design Major Requirements	47
<i>Complete all of the following:</i>	
ART 215 Painting I.....	3
ART 219 Drawing I.....	3
DMD 109 Survey of Multimedia.....	3
DMD 201 Foundations of Studio/Design.....	3
DMD 204 Graphic Layout and Design.....	3
DMD 207 Photography I.....	3
DMD 260 Basic Video and Audio.....	3
DMD 309 Multimedia Development (Gaming).....	3
DMD 310 Digital Illustration.....	3
DMD 321 Web Design and Programming.....	3
DMD 341 Video and Audio Post-Production.....	3
DMD 369 Interactive Media.....	3
ART 381 History of Art I or ART 382 History of Art II.....	3
ART 499 A Senior Seminar I.....	1
ART 499 B Senior Seminar II.....	1
ART 498 Internship or ART 440 and ART 441 Career Applications.....	6

Digital Media Design Major Suggested Course 3

Complete all of the following:

BA 325 Social Media.....	3
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Digital Media Design Minor

Digital Media Design Minor Requirements..... 18

Complete all of the following:

DMD 109 Survey of Multimedia.....	3
DMD 201 Foundations of Studio/Design.....	3
DMD 204 Graphic Layout and Design.....	3
DMD 207 Photography I.....	3
DMD 369 Interactive Media.....	3

Choose one of the following:

DMD 309 Multimedia Development (Gaming).....	3
DMD 310 Digital Illustration.....	3

Studio Art Minor

Studio Art Minor Requirements..... 18

Complete all of the following:

ART 201 Basic Studio and Design 2-D.....	3
ART 215 Painting I.....	3
ART 216 Ceramics I.....	3
ART 219 Drawing I.....	3
ART 381 History of Art I or ART 382 History of Art II.....	3
3 Credit hours of Art Electives.....	3

Faculty

Aleesa Kittrell, D.N.P., R.N., C.M.S.R.N, C.N.E..... Nursing Division Chair and Associate Professor of Nursing
Lisa Kongable, M.A., P.M.H.C.N.S. – BC, A.R.N.P., C.N.E..... Associate Professor of Nursing
Teresa Meierotto, M.S.N., R.N..... Assistant Professor of Nursing
Carmen Wycoff, D.N.P., R.N., M.B.A., A.R.N.P., C.P.N.P Associate Professor of Nursing

Degrees: Bachelor of Science in Nursing (BSN)

Majors: Nursing

Programs: Pre-licensure to BSN, LPN to BSN, RN to BSN

Mission Statement

The mission of the Division of Nursing is to provide an educational process that empowers students to examine, practice, challenge, experience and critically reason across the continuum of care.

Vision

The vision of the Division of Nursing is to create a learning environment which provides opportunities to prepare students for a successful nursing career.

Student Learning Outcomes

For those who plan to apply to graduate school, students are advised to consider the special requirements of each professional school to which they apply. At the completion of the Nursing Program, the graduate will demonstrate professional competency by being able to:

1. Synthesize concepts from the liberal arts, natural and social sciences, and nursing to enhance professional nursing practice.
2. Clarify beliefs and values about the human-to-human relationship.
3. Utilize the nursing process in integrating critical thinking into nursing practice for individuals, families, aggregates, and communities.
4. Develop culturally competent human-to-human relationships.
5. Interpret the leadership role in nursing to promote quality health care through communication, collaboration, reasoning, and problem solving with other health care providers and communities.
6. Contribute to professional nursing practice based on increased understanding, appreciation, and utilization of nursing research.
7. Create social effectiveness in diverse situations as responsible members of society.
8. Support healthcare as an environment which assists individuals, families, aggregates and communities in adapting to a state of wellness on the health illness continuum.

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 (RN).

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 is accredited by the Accreditation Commission for Education in Nursing (ACEN), 3343 Peachtree Road NE, Suite 850 Atlanta, Ga. 30326; 404-975-5000.

NURSING CREDIT--IW participates in the Iowa Articulation Plan for progression of registered nurses towards the Bachelor of Science in Nursing.

Pre-licensure to BSN Program

The pre licensure program is designed for the student who has an interest in a career in nursing. This program is designed to be completed in four years. The first year is foundational, building on the liberal arts and sciences for the subsequent nursing courses in years two through four.

The preferred entry point to practice as a registered nurse today is the bachelor’s degree in nursing (BSN). Repeated research studies have demonstrated that the BSN educated nurse demonstrates critical thinking skills that enhance the health and well-being of not only individuals but also populations of people. Most Iowa Wesleyan nursing graduates have job opportunities as future registered nurses extended to them prior to graduation.

Prerequisite Courses¹⁹	31
<i>Complete each course on this list with a grade of B- or higher</i>	18
BIO 241 Anatomy and Physiology I	4
BIO 242 Anatomy and Physiology II	4
CHEM 175 General Chemistry I with Lab	4
NUR 182 Foundations of Nursing Assisting ²⁰	3
NUR 200 Introduction to Health Care Terminology	3
 <i>Complete each course on this list with a grade of C or higher</i>	3
ENG 109 College Composition.....	3
 <i>Complete each course on this list with a satisfactory grade</i>	1
NUR 180 Academic Success for Nursing ²¹	1
 Required Core Courses	83
 <i>Complete each course on this list with a grade of C or higher</i>	16
ENG 110 College Research	3
MATH 171 Elementary Statistics	4
PSYC 131 General Psychology	3
PSYC 251 Developmental Psychology	3
SOC 100 Introduction to Sociology.....	3

¹⁹ Must be completed prior to starting nursing courses

²⁰ This course will be waived if student is a currently Certified Nursing Assistant (CNA). CNA Certification is required prior to beginning nursing courses.

²¹ Exceptions may be made for transfer students. Satisfactory/ Unsatisfactory course.

Complete each course on this list with a grade of B- or higher 67

BIO 350 Microbiology	4
NUR 205 Fundamentals of Nursing I.....	4
NUR 206 Fundamentals of Nursing II.....	6
NUR 208 Physical Assessment	3
NUR 213 Basic Concepts of Pathophysiology	4
NUR 214 Basic Concepts of Pharmacology	3
NUR 305 Nursing Care of Adults, I	5
NUR 306 Nursing Care of Mental Health Clients	5
NUR 309 Nursing Care of Childbearing Families and Children	5
NUR 310 Nursing Care of Adults, II	5
NUR 405 Nursing Care in the Community	4
NUR 407 Nursing Care of Adults III	5
NUR 408 Nursing Care of Adults IV	6
NUR 410 Nursing Leadership and Management	3
NUR 411 Nursing Internship	2
NUR 413 Nursing Research	3

Start
here

Optional Electives

NUR 175 Clinical Practicum in Nursing for International Students ²²	0
NUR 184 Integration: Human Disease and Disorders	3

There are additional courses called Wesleyan Studies required by the University not included in this list. The Bachelor of Science in Nursing requires a minimum of 120 total semester hours to graduate.

An interview with the Chair of the Division of Nursing is required prior to admission to the Nursing program. A composite score of 20 or higher on the ACT test is highly recommended. Prerequisites for beginning in the Nursing Program are: achievement of sophomore status, a 2.75 cumulative GPA or higher and satisfactory completion of prerequisite courses.

DoN Progression Policy

Nursing students must earn a minimum grade of 80% in all nursing courses. If a student fails to earn 80% or greater in a nursing course, the student will not be allowed to take the next semester's required nursing courses. The student may take courses outside of nursing needed for the major, selected remedial nursing courses, or elective courses. All nursing courses are expected to be taken in an uninterrupted sequence until completed. If interruptions occur, the student must seek readmission to the nursing major. In order to be considered for readmission to the nursing major following any interruption of progression in the program, the student must have a minimum cumulative grade point average of 2.75 or above and submit in writing to the DoN the request to re-enter the nursing program. In the following semester, if accepted for readmission, the student will return to the nursing program and repeat only the nursing courses in which the student was unsuccessful. The student must earn 80% or greater in all courses repeated. A student may only repeat a course at the discretion of the Nursing faculty based on the student's application for readmission to the major. The student who is academically and/or clinically unsuccessful in a nursing course may repeat the course once. A student may apply only once to the Division for readmission. The faculty of the DoN reserves the right of retaining only those students who in the judgment of the faculty satisfy the requirements of scholarship and health and meet the standards expected of prospective members of the nursing profession.

²² NUR 175 is designed for the International Nursing Student

The student must remember that the decision of the faculty is final with regard to the re-entry to the nursing program.

The faculty of the DoN reserves the right to retain only those students who in their (faculty) judgment satisfy the requirements of scholarship, health, and the standards of a nursing professional. Students must be able to meet the Core Performance Standards with reasonable accommodations. A list of the Core Performance Standards is in the Nursing Student Handbook.

Clinical

Clinical components are graded as satisfactory/unsatisfactory and may have three components: 1) clinical performance, 2) written assignments and 3) professional accountability.

To earn a satisfactory grade for clinical performance, students must meet the satisfactory requirements in all three components outlined in the clinical grading criteria.

To earn a satisfactory grade for written clinical assignments, students must earn a minimum grade of 80%. Unsatisfactory clinical written work will result in an unsatisfactory clinical evaluation for that clinical week.

Students will be evaluated utilizing the weekly clinical evaluation. Two satisfactory with concerns will equal one unsatisfactory clinical evaluation. Two unsatisfactory evaluations result in the failure of clinical.

If a student earns a 79.9% or lower in theory OR earns an unsatisfactory in clinical, both components must be repeated. If a student earns a >80% in theory BUT earns an unsatisfactory in clinical, the student will be given a grade of "C" for the course and the student must follow the policy for re-admission to the program.

For additional policies related to the nursing program refer to the Nursing Student Handbook.

MATH EXAMS

Students will have a math/dosage calculation test every semester that must be passed at 100%. To successfully pass a course, students must earn 100% on the required math test prior to midterm grades. Students will be given a maximum of three attempts to pass the math test with 100% accuracy. Students must show their work on these exams to obtain full credit. If a student is unsuccessful on the first attempt, it is the student's responsibility to seek assistance from the OASIS Learning Center. If a student passes a course but does not successfully pass the math exam, the student will be given a "C" for the course and must repeat the course. No points shall be given for math exams.

Mandatory Requirements

All requirements are at the student's expense.

Students are required to purchase:

- second hand watch
- stethoscope
- suitable non-porous footwear

All mandatory documentation must be submitted as directed by August 1 each year.

Students who fail to submit required documentation will not be allowed to attend any clinical or laboratory sessions, including clinical orientation, and will receive an "unsatisfactory" grade for each missed clinical or laboratory session. Two unsatisfactory grades will result in clinical and course failure.

2 Step TB skin test, Chest X Ray or Health Care Provider documentation = Must have documentation of testing prior to starting Nursing classes, and annually

Documentation of Health insurance = prior to starting Nursing classes, and annually

Flu vaccination or waiver from health care provider = prior to starting Nursing classes, and annually

Physical examination = prior to starting Nursing classes, and annually

Hepatitis B Immunizations (3) or signed waiver = prior to starting Nursing classes

*Hepatitis B: IW 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.

MMR (Measles, Mumps, Rubella) (2) Immunizations or signed waiver = prior to starting Nursing classes

Diphtheria and Tetanus Immunizations and DTP within the last 10 years or signed waiver = prior to starting Nursing classes

Varicella Immunizations (2) or Titer showing immunity

Cardiopulmonary Resuscitation (CPR) = prior to starting Nursing classes and every two years, from the American Heart Association, Basic Life Support Instructor Led Training.

Mandatory Reporting Training (Adult and Child) = prior to starting Nursing classes and every five years

Infection Control and HIPAA Training = annually

Criminal Background Check

Dependent Adult and Child Abuse Registry Check

HHS Office of Inspector General Search

Excluded Parties List System

Drug Screen –Urine (See Also Drug Testing Policy)

CNA certification card or if entering the program as Licensed Practical Nurses (LPN) and Registered Nurses (RN) must submit proof of licensure prior to admission and maintain licensure throughout the program.

The DoN faculty reserves the right to request that a student repeat any of the above mentioned mandatory requirements at any given time throughout the program.

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

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

1. Who has been denied licensure by the board
2. Whose license is currently suspended, surrendered or revoking in any United States jurisdiction.
3. Whose licensure/registration is currently suspended, surrendered or revoked in another country due to disciplinary action.

Articulation Plan

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

LPN to BSN Program

The LPN to BSN program is designed for the Licensed Practical Nurse (LPN) with a current LPN license. The student's transcripts will be evaluated and then placed in the BSN nursing program at the appropriate level. Typically, LPN's are admitted as junior nursing students. NUR 208 Physical Assessment, NUR 214 Basic Concepts of Pharmacology, and NUR 213 Basic Concepts of Pathophysiology must be taken at IW. After the completion of NUR 305, 13 hours of credit may be awarded for previous nursing courses at the LPN level (NUR 200, NUR 205, and NUR 206). The plan of study then follows the Pre licensure to BSN program option. As a transfer student credits apply according to IW policy. Requirements for admission, progression, and graduation, outlined in the IW Catalog, apply to all students. The nursing program requires a minimum GPA of 2.75 for admission and progression. An 80% or more is required in all the nursing courses. Mandatory requirements (as described in the Nursing Student Handbook) must be met before courses begin.

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

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

1. Who has been denied licensure by the board
2. Whose license is currently suspended, surrendered or revoking in any United States jurisdiction.
3. Whose licensure/registration is currently suspended, surrendered or revoked in another country due to disciplinary action.

RN to BSN

The BSN program for registered nurses at IW is designed for the practicing nurse. Course work can be completed on a part-time basis with all courses available online. Nurses may earn their BSN in one to two years. As a transfer student credits apply according to IW policy. Requirements for admission, progression, and graduation, outlined in the IW Catalog, apply to all students. The nursing program requires a minimum GPA of 2.75 for admission and progression. An 80% or more is required in all the nursing courses. Mandatory requirements (as described in the Nursing Student Handbook) must be met before courses begin.

The registered nurse submits an application to the Adult and Graduate Studies Office. Transcripts are evaluated individually and information is provided outlining the remaining coursework needed to earn the BSN. Transfer credit from a community or junior college can be included in the first 60 hours. Upon successful completion of the first two Iowa Wesleyan Nursing courses, up to 38 credit hours of prior nursing education will be released to the student's record. A total of 90 hours may be accumulated. The final 30 semester hours must be completed at IW. At least 30 hours of coursework at or above 300-level must be taken at IW.

The registered nurse submits an application to the Adult and Graduate Studies Office. Transcripts are evaluated individually and information is provided outlining the remaining coursework needed to earn the BSN. Mandatory requirements must be met before classes begin.

RN to BSN Courses

Prerequisite Courses35

Complete each course on this list with a C or better

ENG 109 College Composition	3
ENG 110 College Research.....	3
MATH 171 Elementary Statistics.....	4
PSYC 131 General Psychology	3
PSYC 251 Developmental Psychology	3
SOC 100 Introduction to Sociology	3
BIO 241 Anatomy and Physiology I.....	4
BIO 242 Anatomy and Physiology II.....	4
BIO 350 Microbiology	4
CHEM 175 General Chemistry with Lab.....	4

Required Nursing Courses21

Complete each course on this list with a B- or better

NUR 301 Bridge to Professional Nursing	4
NUR 405 Nursing Care in the Community (includes practical learning)	4
NUR 410 Nursing Leadership and Management	3
NUR 413 Nursing Research	3
NUR 423 Advanced Concepts of Pathophysiology.....	4
NUR 424 Nursing Capstone (includes practical learning)	3

Transfer credits are possible for all required nursing support courses. Additional courses required by the University are not included in this list. The Bachelor of Science in Nursing requires a minimum of 120 total semester hours to graduate. A grade of 80% or greater is required in all courses in the nursing courses.

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

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

1. Who has been denied licensure by the board
2. Whose license is currently suspended, surrendered or revoking in any United States jurisdiction.
3. Whose licensure/registration is currently suspended, surrendered or revoked in another country due to disciplinary action.

Faculty

Richard Buffington, J.D., M.A.	Assistant Professor of Criminal Justice Director of the Criminal Justice Institute Chair of Science Division
Kelly Danaher, Ph.D.	Associate Professor of Psychology
Sarah Sullivan Gomez, M.A.S.S.	Assistant Professor of Human Services Coordinator of Human Services Program
Will Hansen, M.A.	Assistant Professor of Biology
Kristin Helm, M.S.W.	Assistant Professor of Social Work Coordinator of Social Work Program
Stephanie Stubbs, M.S.	Assistant Professor of Criminal Justice Assistant Director of the Criminal Justice Institute
Paula Vallone, M.S.	Assistant Professor of Science
Cyndi Walljasper, Ph.D.	Professor of Psychology
Dolores Poulter Wilson, Ph.D.	Professor of Biology Coordinator of Natural Sciences

Degrees: Bachelor of Science (BS) and Bachelor of Science in Social Work (BSW)

Majors: (Natural Science) Biology; (Behavioral Science) Criminal Justice, Psychology, Human Services, Social Work

Concentrations (for the Biology major): Biological Studies, Medical Sciences, Physical Therapy, Occupational Therapy, Veterinary Medicine, Chemistry, Medical Technology, Environmental Health, Natural Resource Conservation and Law Enforcement

Minors: Biology, General Science, Chemistry, Psychology, Criminal Justice, Juvenile Justice/Youth with Special Needs

Mission of the Division of Science

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

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

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

Divisional Requirements

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

Each student pursuing a major, major concentration, or minor in this division shall complete any course specifically required by the major, major concentration, or minor (including "major" courses, and required "support" courses) with a grade of not less than "C-" (1.70).

All students with a science division major must have an average of at least a grade of C (2.00) across all courses specifically required by the major (including core courses, required support courses, and prerequisite courses) in order to graduate.

Second Major in the Science Division

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

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

Transfer Programs (Pre-Professional)

Special transfer programs exist in three fields: Medical Technology/Medical Laboratory Science, Chiropractic, and Law. The following information applies to these special pre- professional transfer programs.

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

- Complete at least 90 semester hours at Iowa Wesleyan; and
- Complete at least one year of acceptable coursework at the professional institution so that a total of at least 120 semester hours has been earned; and
- Satisfy all Iowa Wesleyan graduation requirements. The major will be Biology for students transferring to Medical Laboratory Science or Chiropractic. Students transferring to complete a Law degree may complete any major at IW, although Criminal Justice or English are commonly chosen.

Medical Technology/Medical Laboratory Science

Students who are interested in medical technology/ medical laboratory science complete courses at Iowa Wesleyan and at an approved medical technology school. Iowa Wesleyan has a 3+1 affiliation agreement with the Medical

Laboratory Science Program of St. Luke's Hospital in Cedar Rapids, Iowa. Students will pay St. Luke's Hospital for this final year of study.

At Iowa Wesleyan the student completes the biology core courses in addition to the concentration in medical technology. Upon completion of the requirements at IW and St. Luke's, the student will receive a Bachelor of Science degree in Medical Technology from IW. After graduation and certification, the student may elect to take the national examination and become a registered medical technologist (ASCP) or medical laboratory scientist (NAACLS).

Chiropractic

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

Law

Students interested in obtaining a Law degree can complete courses at Iowa Wesleyan and at University of Iowa University of Law, with which IW has an affiliation agreement. This 3 + 3 articulation agreement was designed for students intending to pursue a J.D. in law while receiving a bachelor's degree from their undergraduate institution. During the third year, students may apply for acceptance to UI University of Law. If accepted, during the fourth year students will complete both their last year of undergraduate coursework to earn a bachelor degree from IW and the first year of the program leading to a Juris Doctor (JD) degree at UI University of Law. More information can be found at <http://law.uiowa.edu/3plus3>



Biology

A major in the biological sciences prepares students for communication of scientific knowledge, research and advanced study in the life sciences. Topics are studies in learning communities as students examine theories and ideas with an experimental inquiry. Upon completion of the program, the student will be able to:

1. Describe the fundamental concepts of the biological sciences at an in-depth level.
2. Appreciate scientific literature.
3. Demonstrate a broad knowledge related to laboratory and field techniques.
4. Perform scientific investigations and interpret scientific data.
5. Demonstrate scientific writing skills.
6. Relate problem-solving to scientific learning.
7. Apply critical thinking skills to biological questions.
8. Demonstrate preparation for entry and success in science related post graduate training programs, graduate and professional schools, industry or laboratory and field programs.

A student selecting the biology major must select a concentration as well and complete its course requirements as well as those of the biology major.

Biology Major

Core Courses	36
<i>Complete all of the following:</i>	
BIO 201 General Botany.....	4
BIO 211 General Zoology	4
BIO 241 Anatomy and Physiology I.....	4
BIO 302 Plant Morphology.....	4
BIO 312 Animal Development and Diversity.....	4
BIO 350 Microbiology	4
BIO 355 Genetics.....	4
BIO 499 A Biology Seminar I.....	1
BIO 499 B Biology Seminar II.....	1
BIO 498 Internship	6
Support Courses.....	12
<i>Complete all of the following:</i>	
CHEM 175 General Chemistry I with lab.....	4
CHEM 176 General Chemistry II with lab.....	4
MATH 171 Elementary Statistics.....	4

Biology Concentrations

Concentration in Biological Studies.....12

<i>Complete all of the following:</i>	8
BIO 324 Taxonomy of Flora and Fauna	4
BIO 242 Anatomy and Physiology II	4
 <i>Choose one of the following:</i>	4
BIO 260 Ecology and Conservation	4
BIO 300 Ecosystems.....	4
EVHL 330 Environmental Health	4

Concentration in Medical Sciences24

This concentration prepares students for careers in medicine and allied health professions. Students completing this concentration can pursue graduate degrees such as Doctor of Medicine, Doctor of Osteopathy, Physician Assistant, Doctor of Chiropractic, Doctor of Dental Surgery, or Doctor of Optometry. In addition to the Biology Core, the following courses are required:

Required Courses

Complete all of the following:

BIO 242 Human Anatomy and Physiology II.....	4
BIO 360 Cell and Molecular Biology	4
CHEM 355 Organic Chemistry I	4
CHEM 356 Organic Chemistry II	4
CHEM 386 Biochemistry	4
PHYS 210 General Physics I	4

Recommended Courses

The following courses are strongly recommended for the concentration in medical sciences:

MATH 231 Calculus.....	4
PHIL 215 Ethics for Life and Career	3
PSYC 131 General Psychology	3
PSYC 251 Developmental Psychology	3
PSYC 361 Abnormal Psychology	3
PSYC 382 Biopsychology	3
PSYC 336 Motivation and Emotion.....	3
SOC 310 Race and Ethnicity.....	3

Concentration in Physical Therapy.....30

This concentration prepares students for entry into a graduate program approved by the American Physical Therapy Association (APTA).

Required Courses

Complete all of the following:

BIO 242 Human Anatomy and Physiology II	4
PHYS 210 General Physics I	4
PHYS 220 General Physics II	4
PE 352 Kinesiology	3
PE 356 Principles of Assessment.....	3
PE 484 Physiology of Exercise	3
PSYC 131 General Psychology	3
PSYC 251 Developmental Psychology	3
PSYC 361 Abnormal Psychology.....	3

Recommended Course

The following course is strongly recommended for the concentration in physical therapy:

PHIL 215 Ethics for Life and Career	3
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Concentration in Occupational Therapy.....30

This concentration prepares students to pursue graduate work to become an occupational therapist.

Required Courses

Complete all of the following:

BIO 242 Human Anatomy and Physiology II	4
PHYS 210 General Physics I	4
PE 352 Kinesiology	3
PE 356 Principles of Assessment.....	3
PE 484 Physiology of Exercise	3
PSYC 131 General Psychology	3
PSYC 251 Developmental Psychology	3
PSYC 361 Abnormal Psychology.....	3
NUR 200 Introduction to Health Care Terminology.....	1
SOC 100 Introduction to Sociology	3

Recommended Course:

The following course is strongly recommended for the concentration in occupational therapy:

PHIL 215 Ethics for Life and Career	3
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Concentration in Veterinary Medicine27

Completion of this concentration allows students to pursue a Doctor of Veterinary Medicine degree.

Required Courses

Complete all of the following:

BIO 360 Cell and Molecular Biology	4
CHEM 355 Organic Chemistry I	4
CHEM 356 Organic Chemistry II	4
CHEM 386 Biochemistry	4
PHYS 210 General Physics I	4
PHYS 220 General Physics II	4
BA 100 Survey of Business.....	3

Recommended Course:

The following course is strongly recommended for the concentration in veterinary medicine:

MATH 231 Calculus I.....	4
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Change to require

Concentration in Chemistry28

This concentration prepares students for careers in pharmacy, food science, quality assurance, and other lab fields.

Required Courses

Complete all of the following:

BIO 242 Human Anatomy and Physiology II.....	4
BIO 360 Cell and Molecular Biology	4
CHEM 271 Quantitative Analysis.....	4
CHEM 355 Organic Chemistry I	4
CHEM 356 Organic Chemistry II	4
CHEM 386 Biochemistry	4
PHYS 210 General Physics I	4

Recommended Course:

The following course is strongly recommended for the concentration in veterinary medicine:

MATH 231 Calculus I.....	4
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Change to require

Concentration in Medical Technology 20

This concentration allows students to apply for the Medical Laboratory Science program at St. Luke's Hospital in Cedar Rapids, IA. See Transfer section on page 126. St. Luke's requires a minimum grade of C in science and math courses.

Required Courses

Complete all of the following:

BIO 360 Cell and Molecular Biology.....	4
CHEM 271 Quantitative Analysis	4
CHEM 355 Organic Chemistry I.....	4
CHEM 356 Organic Chemistry II.....	4
CHEM 386 Biochemistry	4

Recommended Courses

The following courses are strongly recommended for the concentration in medical technology:

PHIL 215 Ethics for Life and Career.....	3
NUR 200 Introduction to Health Care Terminology.....	1

Concentration in Environmental Health 26

Required Courses

Complete all of the following:

BIO 242 Human Anatomy and Physiology II	4
BIO 360 Cell and Molecular Biology.....	4
CHEM 271 Quantitative Analysis	4
EVHL 330 Environmental Health.....	4
EVHL 430 Advanced Environmental Health.....	4
BA 100 Survey of Business	3
PHIL 215 Ethics for Life and Career.....	3

Recommended Course

The following course is strongly recommended for the concentration in environmental health:

SOC 243 Social Problems	3
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Concentration in Natural Resource Conservation and Law Enforcement 33

Complete all of the following:

BIO 260 Ecology and Conservation	4
BIO 300 Ecosystem Studies- Aquatic and Terrestrial.....	8
BIO 324 Taxonomy of Flora and Fauna	4
CJ 231 Introduction to Criminal Justice.....	3
CJ 260 Criminal Law and individual Rights.....	3
CJ 355 Law Enforcement.....	3
DMD 109 Survey of Multimedia	3
DMD 207 Photography I	3
EDUC 302 Classroom Management.....	2

Biology Minor

Required Courses 16

Complete all of the following:

BIO 201 General Botany4

BIO 211 General Zoology4

Biology electives totaling 8 credit hours8

General Science Minor

Required Courses 24

Complete all of the following:

BIO 201 General Botany4

BIO 211 General Zoology4

CHEM 175 General Chemistry I with lab4

CHEM 176 General Chemistry II with lab4

PHYS 210 General Physics I4

PHYS 220 General Physics II4

Chemistry Minor

Required Courses 16

Complete all of the following:

CHEM 175 General Chemistry I with lab4

CHEM 176 General Chemistry II with lab4

Chemistry electives totaling 8 credit hours8

Recommended Courses

The following courses are strongly recommended for the chemistry minor:

CHEM 271 Quantitative Analysis4

CHEM 355 Organic Chemistry I4

CHEM 356 Organic Chemistry II4

Criminal Justice Institute

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

Students completing the major in Criminal Justice will:

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

Criminal Justice Major

Required Courses.....37

Complete all of the following:

CJ 101 Careers in Criminal Justice..... 1

CJ 231 Introduction to Criminal Justice..... 3

CJ 260 Criminal Law and Individual Rights..... 3

CJ 307 Criminology..... 3

CJ 316 Introduction to Corrections..... 3

CJ 347 Research Methods in Criminal Justice..... 3

CJ 350 Constitutional law (WI)..... 3

CJ 355 Law Enforcement..... 3

CJ 416 Crime and Punishment..... 3

CJ 498 Internship..... 6

Electives in Criminal Justice..... 6

A maximum of 15 credit hours may be transferred from other institutions.

Criminal Justice Major Support Course Requirements 13

Complete all of the following with a grade of C- or higher:

PSYC 131 General Psychology or PSYC 251 Developmental Psychology (SL) 3

SOC 100 Introduction to Sociology 3

GOV 305 Current Issues in Government..... 3

MATH 171 Elementary Statistics..... 4

Criminal Justice Minor Requirements 18

Complete all of the following:

CJ 231 Introduction to Criminal Justice..... 3

CJ 260 Criminal Law and Individual Rights..... 3

CJ 307 Criminology..... 3

Electives in Criminal Justice..... 9

Juvenile Justice/Youth with Special Needs Minor Requirements²³ 19

Complete all of the following:

CJ 231 Introduction to Criminal Justice..... 3

CJ 308 Juvenile Delinquency..... 3

EDUC 261 Early Field Experience in Schools..... 1

EDUC 301 Education of Exceptional Persons..... 3

PSYC 251 Developmental Psychology..... 3

SPED 306 Collaboration and the Family..... 3

Choose one course from the following..... 3

CJ 370 Multiculturalism in Criminal Justice..... 3

PSYC 324 Child Psychopathology..... 3

SPED 297 Career Development and Transition for Students with Disabilities..... 3

SW 101 Introduction to Social Work..... 3

²³ Note: A maximum of 9 credits may be transferred from other institutions toward the criminal justice minor and the juvenile justice/youth with special needs minor.

Psychology

From day one in the psychology program, IW students immediately engage in application of psychology to the real world and understanding psychological science. Through hands-on experiential learning, including service, internship, and research projects, students develop critical thinking and communication skills, relationships within the field and community at large, and a unique and applied understanding of psychology. IW psychology graduates are prepared for the expanding job market and graduate training in an American Psychological Association accredited program.

Students completing the Psychology major will:

- apply psychological theory and concepts to everyday world,
- demonstrate psychological information literacy,
- use proper APA-style in written format,
- effectively deliver and structure an oral presentation,
- adopt values that build community at local, national, and global levels.

Psychology Major	45
Core Courses.....	27
<i>Complete all of the following:</i>	
PSYC 101 Careers in Psychology	1
PSYC 131 General Psychology	3
PSYC 251 Developmental Psychology	3
PSYC 271 Statistics for the Behavioral Sciences	3
PSYC 347 Research Methods in Psychology	3
PSYC 367 Cognitive Psychology	3
PSYC 377 History and Systems of Psychology	3
PSYC 498 Internship.....	6
PSYC 499 Psychology Senior Seminar.....	2
<u>Group A</u> – Choose one course from the following	3
PSYC 336 Motivation and Emotion	3
PSYC 382 Biopsychology	3
<u>Group B</u> - Choose one course from the following.....	3
PSYC 209 Social Psychology	3
PSYC 240 Theories of Personality	3
PSYC 374 Psychology of Gender	3
<u>Group C</u> - Choose one course from the following.....	3
PSYC 324 Child Psychopathology	3
PSYC 361 Abnormal Psychology	3
PSYC 372 Positive Psychology	3

Psychology Electives 9
 Three 3 credit hour PSYC courses must be taken to meet this requirement. Two of the three should number 300 or higher. Electives may not be support courses, divisional courses or courses used for another major or minor.

The following support courses are not included in the 45 hours required for the Psychology major.

Required Support Courses

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

ENG 311 Expository Writing	3
COMM 147 Introduction to Public Speaking	3

Recommended Support Course

PHIL 215 Ethics for Life and Career	3
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Psychology Minor 18

Core Courses 6

PSYC 131 General Psychology	3
PSYC 347 Research Methods in Psychology	3

Group A – Choose one of the following 3

PSYC 336 Motivation and Emotion	3
PSYC 382 Biopsychology	3

Group B – Choose one of the following 3

PSYC 209 Social Psychology	3
PSYC 240 Theories of Personality	3
PSYC 374 Psychology of Gender	3

Group C – Choose one of the following 3

PSYC 324 Child Psychopathology	3
PSYC 361 Abnormal Psychology	3
PSYC 372 Positive Psychology	3

Psychology Elective 3

Human Services

This major is intended to prepare students for a variety of "helping professions" so they can respond to changes in economy, the health care system, and society. The combination of coursework offers solid grounding in the exploration of human and social problems and effective responsiveness in professional and personal settings. It is expected that students completing the Human Services major will:

- exhibit the ability to communicate clearly in oral and written communication

- demonstrate proficiency in skills necessary for creating, testing and evaluating hypotheses and evaluating research
- perform successfully in a job-related field experience in an area of special interest to the "helping professions"
- demonstrate specific skills commonly used in counseling, and understand common issues typically faced by counselors
- differentiate the major models of abnormal behavior and their implied methods of intervention
- articulate major issues facing contemporary law enforcement

Human Services Major 39

Core Courses..... 36

Complete each of the following:

CJ 231 Introduction to Criminal Justice	3
CJ 260 Criminal Law and Individual Rights	3
CJ 355 Law Enforcement	3
PSYC 131 General Psychology	3
PSYC 326 Introduction to Counseling	3
PSYC 361 Abnormal Psychology or PSYC 324 Child Psychology	3
PSYC/SOC 205 The Family	3
SOC 243 Social Problems	3
SOC 310 Race and Ethnicity	3
PSYC 347 Research Methods in Psychology or CJ 347 Research Methods in Criminal Justice	3
HSEV 498 Internship.....	6

Group A..... 3

Choose one of the following:

CJ 316 Introduction to Corrections	3
PSYC 209 Social Psychology	3
PSYC 240 Theories of Personality	3
PSYC 310 Introduction to Forensic Psychology	3
SOC 320 Social Organizations	3

The following support courses are not included in the 45 hours required for the Human Services major.

Required Support Courses

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

MATH 171 Elementary Statistics	4
ENG 311 Expository Writing	3
COMM 147 Introduction to Public Speaking	3

Social Work

The bachelor of social work will address the following learning outcomes as outlined by the 2015 Educational Policy and Accreditation Standards (EPAS) of the Council on Social Work Education (CSWE):

1. Students will demonstrate ethical and professional behavior by applying standards of the NASW Code of Ethics.
2. Students will develop an awareness of diversity in social work practice.
3. Students will show understanding of social, economic, and environmental justice and human rights as they relate to the field of social work.
4. Students will demonstrate critical thinking skills in research.
5. Students will gain knowledge in how to analyze, form, and advocate for policies at the federal, state, and local levels as they impact social services.
6. Students will develop skills in assessment, intervention, and evaluation with individuals, families, groups, organizations, and communities.

Entry to the Social Work program requires successful completion of SW 101 Introduction to Social Work. Candidates must submit a formal application including a written statement demonstrating appropriate communication skills, maturity, and interest in social work, as well as two letters of reference that provide information about the candidate's intellectual and psychological suitability. Students must also complete an interview with the social work faculty. Students must maintain a minimum GPA of 2.5.

Social Work Major43

Core Courses43

Complete each of the following:

PSYC 347 Research Methods in Psychology or CJ 347 Research Methods in Criminal Justice	3
SOC 100 Introduction to Sociology	3
SOC 310 Race and Ethnicity	3
SW 101 Introduction to Social Work.....	3
SW 150 Human Behavior and the Social Environment I.....	3
SW 175 Social Work Practice: Individuals.....	3
SW 250 Human Behavior and the Social Environment II.....	3
SW 275 Social Work Practice II: Families	3
SW 375 Social Work III: Communities and Organizations.....	3
SW 475 Social Work IV: Groups	3
SW 498 Internship in Social Work.....	10
WS 315 Social Justice and Service.....	3

Required Support Courses

All Social Work majors must complete each of the following with a grade of C- or better:

BIO 241 Human Anatomy and Physiology I	4
GOV 305 Current Issues in Government.....	3
PHIL 215 Ethics for Life and Career.....	3
PSYC 131 General Psychology	3



ACTG 210 Introduction to Financial Accounting	3	Prerequisites: ACTG 211, Junior standing, ECN 101 (Recommended)
Introduction to reporting financial information regarding the operating, investing and financing activities of business enterprises to present and potential investors, creditors, and others. Prerequisites: BA 100		
ACTG 211 Managerial Accounting	3	ACTG 340 Introduction to Federal Tax 3
Managerial accounting is concerned with the development and use of accounting information as it applies to the decision-making process. Attention is given to cost behavior, cost analysis, and budget development. Successful completion of this course will enable students to prepare and explain detailed financial reports as required by management. Prerequisites: BA 100, ACTG 210		Provides background in federal income tax law and the regulations of the Treasury Department. The course also deals primarily with basic philosophy of taxation, taxable income, allowable deductions and gains, losses of sales and exchanges of property for the individual taxpayer. This course serves also as an introduction to the federal taxation of partnerships and corporations. Discusses tax planning alternatives. Students successfully completing this course will be able to describe, identify, and report the types of income that are subject to federal tax. Prerequisites: ACTG 211, Junior standing
ACTG 320 Intermediate Accounting I	3	ACTG 342 Advanced Federal Tax 3
Study of the theory and practice of preparation of external financial reports for the corporate form of business. Income statement and statement of comprehensive income are explored with special emphasis on revenue recognition. Special topics include financial statement analysis, time value of money and the conceptual framework. Additional topics include classification, valuation and presentation of current assets, fixed assets and intangible assets. Students successfully completing this course will be able to develop and explain advanced financial reports for management and/or outside authorities. It is recommended that students plan to complete ACTG 320/ACTG 321 in a semester 1/semester 2 immediate sequence to ensure all relevant concepts are covered. Prerequisites: ACTG 211		This course examines in greater depth federal income tax law and regulations applicable to partnerships, corporations, and fiduciaries. Also covers federal gift and estate tax principles, reorganizations, personal holding companies, and the accumulated earnings tax. Emphasizes tax planning, including timing of transactions, appropriate form of transactions and election of methods when alternative methods are available under the law. Students successfully completing this course will be able to prepare required tax reports and explain the federal tax environment faced by the modern business. Prerequisites: ACTG 340, Junior standing
ACTG 321 Intermediate Accounting II	3	ACTG 360 Accounting Information Systems 3
Study of the theory and practice of preparation of external financial reports for the corporate form of business. Classification, valuation and presentation of investments, current liabilities, long-term liabilities, and shareholders' equity will be explored. Special topics include derivatives, accounting changes and correction of errors, earnings per share calculations, preparation of statement of cash flows, and accounting for contingencies, bonds, leases, income taxes, pensions and other postretirement benefits. Students successfully completing this course will be able to develop and explain advanced financial reports for management and/or outside authorities. It is recommended that students complete the ACTG 320/ ACTG 321 in a semester 1/ Semester 2 immediate sequence to ensure all relevant concepts are covered. Prerequisites: ACTG 320, Junior standing		Hands-on analysis of computer-based accounting information systems including flowcharting of business processes and study of internal controls. Students will develop their skills with MS EXCEL, MS Access, and selected accounting software through the completion of accounting-specific computer projects. Prerequisites: ACTG 321, BA 350, Junior standing
ACTG 322 Cost Accounting I	3	ACTG 380 Topics in Accounting Variable
A study of the generation and use of cost data for cost measurement, cost control and managerial purposes. This is an advanced managerial accounting course. Students successfully completing this course will be able to prepare and explain advanced financial reports to management.		Selected topics in the area of accounting. Topics vary from year to year depending upon student demand and the judgment of the Division. Prerequisites: Consent of instructor
		ACTG 398 Experiential Learning Practicum 3-6
		A closely supervised employment experience which allows the student to explore career opportunities in the areas of accounting, business and economics. Allows the student to make a limited application of knowledge, skills and abilities imparted/ developed in the classroom. Students successfully completing this course will be able to explain and describe the similarity/contrast of accounting theory and practice.

ACTG 420 Cost Accounting II	3	ARC 101 English Language Skills I	2
<p>A continuation of the study of the intermediate cost accounting topics from ACTG322. This course is intended to prepare the student for the topics of: financial planning, performance, control, and decision-making which are tested on the CMA Exam.</p> <p>Prerequisite: ACTG322</p>		<p>This course allows students who are not native English speakers to develop their reading, writing, speaking and listening skills. The course curriculum will include grammar, vocabulary, conversation strategies, pronunciation, listening, reading, writing, and free talk. Formal and informal activities will be used for best results.</p>	
ACTG 430 Advanced Accounting	3	ARC 102 English Language Skills II	2
<p>A study of accounting and procedures related to business combinations particularly as related to the preparation of consolidated financial statements. Students successfully completing this course will be able to describe and explain the financial complications that arise with business mergers and acquisitions.</p> <p>Prerequisites: ACTG 321, Senior standing</p>		<p>Students who are not native English speakers can continue to develop their reading, writing, speaking and listening skills in this course. The course curriculum will include grammar, vocabulary, conversation strategies, pronunciation, listening, reading, writing, and free talk. Formal and informal activities will be used for best results.</p>	
ACTG 431 Auditing, Principles and Procedures	3	ARC 105 University Learning and Reading Efficiency	2
<p>A study of the function of the independent CPA in regard to the examination of financial statements. Considerable attention is devoted to the purpose of the audit, the responsibilities of the CPA in rendering his opinion, liability of the auditor, planning of the audit, and limitations of the audit. Students successfully completing this course will be able to explain and describe an outside audit of a firm.</p> <p>Prerequisites: ACTG 321, Senior standing</p>		<p>University Learning and Reading Efficiency is a course designed to help students develop the reading and study skills necessary to do University level reading and learning. Emphasis will be placed on vocabulary, comprehension, critical thinking, various learning techniques, reading strategies, note taking, test taking skills and other strategies to improve performance in other courses.</p>	
ACTG 440, 441, 442 Experiential Learning–Career Applications 2-6		ARC 200 Introduction to Peer Tutoring	1
<p>An Internship 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.</p>		<p>Introduction to Peer Tutoring develops basic tutoring skills, researching and writing a report on best practices in tutoring, and tutoring for the OASIS which can be used as service learning.</p>	
ACTG 450 Government and Nonprofit Accounting	3	ARC 201 Advanced Peer Tutoring	1
<p>Study of principles and procedures followed in accounting for the operation of governmental and nonprofit organizations. Successful students in this course will be able to explain and describe the accepted methods of accounting for government and nonprofit firms, as compared to for-profit firms.</p> <p>Prerequisites: ACTG 320, Senior standing; Recommended: ACTG 321</p>		<p>Advanced Peer Tutoring develops tutoring skills, assisting in the training and mentoring of new tutors, writing a reflective paper on tutoring practices and tutoring for the OASIS which can be used as Service Learning.</p>	
ACTG 490 Advanced Readings in Accounting	1-3	ART 201 Basic Studio and Design 2-D	3
<p>An advanced reading course in which the student will read books from a bibliography provided by the instructor. For each credit hour the student must read five books. The student will be graded based on his or her analysis of each reading. Written and oral reports will be required. No more than a total of three credit hours will be allowed. Students successfully completing this course will have a wide breadth of knowledge in the chosen topic area.</p> <p>Prerequisites: Senior standing; 3.35 GPA; and consent of advisor and division chairperson.</p>		<p>Foundations of Design introduces students to two and three-dimensional design utilizing an integrated approach of visual organization. Students will discuss using design vocabulary projects that they produced. Areas that will be emphasized are image composition, color theory, elements of organization and principles of 2-D physical structure. These projects will be accomplished using a broad variety of studio approaches: drawing, painting, photography, ceramics, craft medium, and architectural concepts.</p>	
ACTG 498 Experiential Learning–Internship	6-14	ART 203 Art Appreciation	3
<p>An employment/work experience which, as closely as possible, represents normal employment/work conditions. The student is enabled to apply knowledge, skills and abilities imparted/developed in the classroom setting to "real world" business situations.</p> <p>Prerequisites: Junior standing and approval of program liaison.</p>		<p>A topical and historical approach to understanding fundamental aesthetic principles as apparent in great works of painting, drawing, sculpture and architecture. Recommended for non-majors who wish to broaden understanding of the field. Students will gain a vocabulary of design and art terms. Application of this knowledge will then be applied to visual elements of art and architecture as they related to world culture. Prerequisite: ENG 109 and ENG 110</p>	

ART 215 Painting I	3	ART 335 Painting III	3
This introduction to the medium of painting serves both majors and non-majors with an exploration of composition, materials and techniques. Studies will include landscape, figure and still life painting. Application of design principles and color theory will be tested through a series of assignments that challenge students to translate theory into product. Works by major painters will be examined utilizing library research, investigation of contemporary artists and museum visits as part of the evaluation process. A final group critique and portfolio presentation is required.		Painting III provides an opportunity for students to expand and develop their painting skills and techniques while developing an individual sense of style. Although students are expected to attend during scheduled class hours at levels III and IV, work in Hershey Hall private studios is permitted. Participants are, however, to meet in critique with other painting students and participate in field trips.	
ART 216 Ceramics I	3	ART 336 Ceramics III	3
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.		This course will provide advanced students with further opportunity for investigation into areas of ceramics including: artists, materials, and methods. Advanced hand building, wheel throwing techniques, larger scale and establishment of professional goals are possible goals for the course. Projects may be sculptural and focused on "one of a kind" pots. Students will establish individual project road maps while interacting with art faculty and fellow students during studio and critiques.	
ART 219 Drawing I	3	ART 339 Drawing III	3
This is a beginning class and provides an opportunity for students learn the basic skills of drawing. Students will use a variety of materials, incorporate elements of design, explore composition, work with the figure and proportion and develop a sense of personal aesthetic by looking at the work of other artists. The student will also be required to participate with others in informal and formal critiques. Evaluation will be based on daily work, longer projects and the final portfolio.		Drawing III provides student with a structured approach to advanced study. With input and consultation with the instructor, the student will design their own goals and objectives for the course. A final portfolio work is required. Students will select from areas of drawing exploration include new materials, methods, drawing construction and thematic development. Work in private studio is permissible during scheduled class hours. Students are, however, required to participate with faculty and students during critiques and field trips.	
ART 225 Painting II	3	ART 345 Painting IV	3
Painting II focuses on the exploration and development of style and technique. Emphasis will be on individual development and competence in approach to medium, exploration of new materials and an expanded sense of aesthetic decision making. Students will be required to complete a variety of assignments that demonstrate successful application of skills acquired in the introductory class. Interaction with peers, art faculty, and participation in group critique and field trips will be part of the evaluation process. Each student must participate in the final critique and provide a final portfolio. Prerequisites: ART 215 Painting I		Painting IV provides additional growth in painting skills, techniques and personal style. This class will serve the serious studio major with opportunity to complete a body of work capable of completing a strong portfolio for exhibit submissions and graduate schools applications. Although students are expected to attend during scheduled class hours at levels III and IV, work in Hershey Hall private studios is permitted. Participants are, however, to meet in critique with other painting students and participate in field trips.	
ART 226 Ceramics II	3	ART 346 Ceramics IV	3
Ceramics II focuses on advanced technical production of ceramics including wheel thrown pots, combinations hand/wheel pieces, glaze making and specialized firing procedures. Application of skills acquired in Ceramics I will be expected. Each student will share in the responsibility of mixing and preparing the appropriate clay body, mixing glazes and participate in the kiln firings. Emphasis is placed on craftsmanship and personal creativity. Prerequisites: ART 216 Ceramics I		Ceramics IV provides advanced students with time for investigating areas of ceramics including: materials, advanced hand building, wheel throwing techniques, larger scale. Glaze calculation and kiln operation/construction are other areas of exploration. Students will establish individual project roadmaps while interacting with art faculty and fellow students during studio and critiques. Establishment of professional goals, portfolio preparation for exhibitions and graduate applications will be a valuable end product of this course. Students will establish individual project roadmaps while interacting with art faculty and fellow students during studio and critiques.	
ART 229 Drawing II	3	ART 349 Drawing IV	3
This course is a follow-up opportunity for students to expand their knowledge and skill in drawing in particular the human figure and anatomy. Students will create a portfolio based on daily drawing and longer assignments that documents a use a variety of new materials, study of anatomy and a further development of a personal aesthetic by looking at the work of other artists. The student will also be required to participate with others in informal and formal critiques. Prerequisites: ART 219 Drawing I		Drawing IV provides students with a structured approach to advanced study. The student with the instructor and choose one area or theme. A final portfolio is required. Areas of drawing exploration include new materials, methods, drawing construction and thematic development. Work in private studio is permissible during scheduled class hours. Students are, however, required to participate with faculty and students during critiques and field trips.	

ART 359 Printmaking	3	consultation with both the student's academic advisor and the Director of Internship.
An introductory course designed to acquaint the student with various processes in the printmaking field. Students will learn the basic principles of monotype, relief and intaglio printmaking: historical context, tools, safety, and processes. A background in drawing and 2-D design is recommended.		
ART 380 Topics in Art	3	
An opportunity for advanced students to request a class in a topical area not offered on regular basis through the program. A class might be established in such areas as photography, sculpture, crafts or art history.		
ART 381 History of Art I	3	
A study of major artistic achievements in the western world from prehistoric times through the Baroque and Rococo. The age of discovery, shifting of political models, the changes in the church and eventual move of artists from established academic styles to individual expression will be discussed. Students will gain an understanding of the immense power artists of this time held and how their images helped shape opinion during this time period. The art history courses need not be taken in sequence. A topical research paper, oral presentation and four exams are required. Attendance on field trips and Iowa Wesleyan University art openings is mandatory. Prerequisites: Successful Completion of English 109 and 110 required.		
ART 382 History of Art II (WI)	3	
This course opens with an investigation of major artistic achievements of the Neoclassical through near contemporary art. A continuation of ART 381, but all art history need not be taken in sequence. The age of discovery, shifting of political models, the fortification of the church and eventual move of artists from established academic styles to individual expression will be discussed. Students will gain an understanding of the immense power artists of this time held and how their images helped shape opinion during this time period. A topical research paper, oral presentation and four exams are required. Attendance on field trips and IW art openings is mandatory. Prerequisites: Successful Completion of English 109 and 110 required.		
ART 440, 441, 442 Career Applications	2-6	
Internship projects that do not fit a six credit hour internship.		
ART 497 Independent Studies	1-3	
A course for advanced students who wish to work on special problems in art. Periodic conferences and reports on progress will be required. Prerequisites: Advanced standing, a written project proposal, consent of instructor.		
ART 498 Internship	6-14	
The internship allows for a substantive Internship 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		
BA 100 Survey of Business	3	
A survey of the structure and functions of the American business system is provided, together with an overview of business organization, accounting, finance, and principles of management, economics, marketing, personnel and the interdependence of business, the community and government. Upon successful completion of the course, the student will be able to describe and explain the basic internal functional areas of a business, and their relationship to outside stakeholders. This course is not open as an elective for sophomores or upper division business majors.		
BA 101A Microsoft Outlook Certification	1	
Students who successfully complete the Microsoft certification examinations demonstrate that they can meet globally recognized performance standards. Students receive a certificate from Microsoft Corporation which is then transferred onto their IW transcript. Prerequisites: None; Open to all majors.		
BA 101B Microsoft Word Certification	1	
Students who successfully complete the Microsoft certification examinations demonstrate that they can meet globally recognized performance standards. Students receive a certificate from Microsoft Corporation which is then transferred onto their IW transcript. Prerequisites: None; Open to all majors.		
BA 101C Microsoft Excel Certification	1	
Students who successfully complete the Microsoft certification examinations demonstrate that they can meet globally recognized performance standards. Students receive a certificate from Microsoft Corporation which is then transferred onto their IW transcript. Prerequisites: None; Open to all majors.		
BA 101D Microsoft PowerPoint Certification	1	
Students who successfully complete the Microsoft certification examinations demonstrate that they can meet globally recognized performance standards. Students receive a certificate from Microsoft Corporation which is then transferred onto their IW transcript. Prerequisites: None; Open to all majors.		
BA 101E Microsoft Access certification	1	
Students who successfully complete the Microsoft certification examinations demonstrate that they can meet globally recognized performance standards. Students receive a certificate from Microsoft Corporation which is posted to their IW transcripts. Prerequisites: None; Open to all majors.		
BA 102A Resume/Cover Letter Writing	0	
This seminar reviews the development and effective use of a resume, cover letter, and on-line job application processes. Prerequisites: None; Open to all majors.		

BA 102B Job Search Success	0	BA 311 Small Business Management	3
This seminar informs students on best and worst ways to search for internships and full-time positions in the workforce, steps to take during the job search process and how to build and maintain a professional and online network. Prerequisites: None; Open to all majors.		Focus is on effective management of small business firms. The management process includes not only strategy determination, but also the varied activities necessary in planning, organizing, actuating and controlling small business operations. Emphasis is placed upon those aspects of small business management that are uniquely important to small firms. Prerequisites: Junior standing; BA 100; BA 310; ECN 102.	
BA 102C Interviewing Strategies	0	BA 312 Analysis of Organizational Behavior	3
This seminar helps students understand ways to prepare for job interviews, tactics and strategies to employ during interviews, and proper follow-up with potential employers after an interview. Prerequisites: None; Open to all majors.		Enables application of concepts learned in business administration, accounting and economics courses to real-life cases and in-depth studies of business organizations and their participants. Prerequisites: Junior standing; BA 100; BA 310; ECN 102.	
BA 102D Dress for Success	0	BA 320 Principles of Marketing	3
Reviews the proper dress for various types of interviews, work-related functions, and social situations common in today's workplace. Prerequisites: None; Open to all majors.		A study of the problems involved in making marketing decisions for the consumer and organizational markets. Study includes the price of the product, the promotion of the product, and the channels of distribution for the product. Successful completion of the course will enable the student to make sound product, price, distribution, and promotion decisions for a specific product or service offering. Prerequisites: BA 100; ECN 101 or ECN 102.	
BA 102E Dining Etiquette	0	BA 321 Consumer Behavior	3
Helps students understand proper dining etiquette in business and social situations, including seating, introductions, toasts, utensils, plate, and glassware use. Prerequisites: None; Open to all majors.		Consideration of the behavioral aspects of marketing; discussion of the factors which influence consumers in the buying process. The influence of the factors of family, social class, life cycle and life-style in the product selection and buying process. Upon successful course completion, students will be able to describe the differences between niche markets that determine their different buying behaviors and preferences. Prerequisites: Junior standing; BA 100; BA 320; ECN 101.	
BA 102F Life after University	0	BA 322 Principles of Advertising	3
Designed to help students understand and prepare for their financial responsibilities after University, learn about company culture and practice professional manners. Prerequisites: None; Open to all majors.		A discussion of the importance of advertising in the development of a comprehensive marketing strategy. Considers the factors of motivation, communication of the advertising message, development of the advertising message, and selection of appropriate media. Students successfully completing the course will be able to describe the foundations of advertising theory and their application to a modern advertising strategy. Prerequisites: Junior standing; BA 100; BA 320; ECN 101.	
BA 180/280/380 Topics in Business Administration	1-3	BA 323 Marketing Research	3
Topics may vary from year to year and will be selected with regard to student demand and judgment of the division. Prerequisites: Consent of instructor.		An introduction to the methodology and analysis of marketing research. Explores the uses of marketing research in management decision making. Students will design, conduct, analyze and present the results of a marketing research project. Topics include research design, data acquisition and analysis, creation of research reports and research ethics. Prerequisites: Junior standing; BA 100; BA 320; ECN 101; MATH 171;	
BA 242 Introduction to Value Investing	3	BA 324 Marketing Management	3
Introduction to investment strategies and philosophy developed by Benjamin Graham and Warren Buffett. Development of analysis tools to select and monitor the single firm's performance will be emphasized. The use of a stock market simulation game will be a requirement of the course. Upon successful completion of this course a student will be able to describe the investing strategy of Benjamin Graham and Warren Buffett; explain the career opportunities for those who work with investments; describe and perform accepted value-investing techniques in stock selection and explain and describe how stocks are bought and sold in an on-line environment.		Advanced study of marketing planning, strategy, and decision-making utilizing marketing principles covered in BA 320, Principles of Marketing. Emphasis is placed on analysis of real-life cases. Prerequisites: Junior standing; BA 100; BA 320; ECN 101.	
BA 310 Principles of Management	3		
A study of the basic principles, concepts, theories and analytical tools in management. Topics include introduction to management, planning and decision-making, organizing for stability and change, leading and controlling. Consideration will be given to both theoretical and practical aspects of management. Students completing this course successfully will be able to describe both the theoretical background and practical applications of popular management principles and strategies. Prerequisites: BA 100			

<p>BA 325 Social Media 3</p> <p>An overview of social media marketing planning and strategies and its integration with traditional methods of marketing. It includes real-world, real-time experience with social media/networking with use of various social media platforms for blogging and micro-blogging, supporting tools for the monitoring/measurement of results, and the management of social media/networking activities. Prerequisites: Junior standing; BA 320</p>	<p>introduced for comparative purposes. The extensive use of a stock market simulation game will be a requirement of the course. Upon successful completion of this course a student will be able to apply value investing strategy in portfolio construction; explain how risk is determined and managed in a collection/ portfolio of stocks; describe and perform modern value investing portfolio control (buy-sell) techniques and explain and describe how stocks are bought and sold in an on-line environment. Prerequisites: Junior standing; BA 210 or ACCT 228, BA 242, BA 340; or permission of the instructor.</p>
<p>BA 330 Business Law 3</p> <p>A study of traditional business law topics - contracts, sales, torts, agency, business organizations and other basic topics. Successful completion of this course will enable students to understand and use business law principles to guide sound business decisions. Prerequisites: Sophomore standing; BA 100 or consent of instructor.</p>	<p>BA 350 Business Information Systems 3</p> <p>A study of the uses of the computer in the functional areas of business administration. Major emphasis will be directed to analysis, design and implementation of Management Information Systems. Successfully completing this course will be able to critically analyze the efficiency and effectiveness of business information systems. Prerequisites: Junior standing; BA 100; ACTG 210; ACTG 211.</p>
<p>BA 332 Administrative and Personnel Law 3</p> <p>This course studies the effects of administrative and personnel laws on the decision- making responsibilities of employers, employees and Human Resource Practitioners. It explores the impact of personnel policies and practices of organizations and addresses the development, intent and implications of protective legislation from the federal to the local level. Upon completing the course the student will be able to demonstrate understanding in legal and regulatory factors in personnel law; laws affecting employers, employees and contractors; identifying elements in a total compensation system/pay rules; job analysis, description and evaluation; union and management legal requirements; rules governing employee benefit and leave programs; and basic procedures to manage a compensation system. Prerequisites: Junior standing; BA 100; BA 330.</p>	<p>BA 360 Human Resource Management 3</p> <p>Principles and practices in recruitment, selection, staffing and compensation of personnel. Consideration of the impact of government regulations, and other environmental forces on human resource management in the workplace. Students who successfully complete the course will be able to describe and apply a variety of practical, theory-based solutions to common human resource management problems and challenges. Prerequisites: Junior standing; BA 100; ECN 102; BA 310.</p>
<p>BA 340 Corporate Financial Management 3</p> <p>Introduces the student to the goals and objectives of financial management within the corporate setting. Students will become familiar with functions of the various financial areas, the development and use of information by the financial manager, and the various analytical tools and techniques used. Successful completion of this course will enable students to make sound, risk-sensitive financial decisions for their business. Emphasis will be placed upon financial decision making. Prerequisites: BA 100; ACTG 210; MATH 171.</p>	<p>BA 361 Psychology of Business and Industry 3</p> <p>Psychology as applied to problems of personnel selection and evaluation, prevention of accidents, promotion of work efficiency, morale, advertising, and human factors engineering. At the conclusion of the course, successful students can demonstrate the ability to analyze (from a philosophical and practical viewpoint) how people and the workplace interact; how to maximize the positive relationship between employee and employer; techniques of job and employee assessment; and performance enhancements such as morale, health/safety, motivation technique and group behavior. Prerequisites: Junior standing; BA 100; BA 310.</p>
<p>BA 341 Investments 3</p> <p>This course introduces the student to investment philosophy and investment alternatives. The viewpoint is that of the individual investor. Students will become familiar with various investment vehicles, sources of information contained in the financial press, as well as methods of interpreting the behavior of the financial markets. Successful completion of the course will enable students to make balanced, risk-measured asset selections for their portfolios. Prerequisites: Junior Standing; BA 100; BA 340; ECN 240; ACTG 210 or ACCT 228; ACTG 211; MATH 171.</p>	<p>BA 362 Compensation and Benefits 3</p> <p>Examines various rewards systems (including financial) in organizations and studies relevant theoretical and legal perspectives. At the conclusion of the course, the successful student will be able to: identify and describe the federal legislation impact on compensation and benefit plans; explain how an organization's total compensation system promotes external competitiveness and internal effectiveness; articulate methods of analyzing jobs, evaluating the internal worth of jobs and redesigning positions; determine a cost-effective base pay and incentive pay structure; identify key features of a variety of benefit plans; and analyze strategic issues in designing pay structures, administering benefit plans, containing health-care costs and communicating the system to employees. Prerequisites: Junior standing; BA 100; BA 310; BA 360; ECN 102.</p>
<p>BA 343 Advanced Value Investing 3</p> <p>An extension of BA 242, Introduction to Value Investing. Advanced analysis of investment portfolio risk management. The stock selection process pioneered and developed by Benjamin Graham and Warren Buffett will be extended to include the analysis of comprehensive portfolios. Competing theories will be</p>	

<p>BA 370 Operations Management 3</p> <p>Operations management is the study of activities required for the efficient and effective selection of inputs to produce economical and profitable outputs for both manufacturing and service firms. Quantitative solutions derived with the use of a variety of analytical tools will be used. Upon completion of the course, the student will understand production and service systems inputs, processes, and outputs. The student will also gain a further understanding of quantitative solution development in the functional areas of management, marketing, accounting, finance, and human resource management.</p> <p>Prerequisites: Junior standing; BA 100; BA 310; MATH 171; ECN 102; ECN 240</p>	<p>BA 398 Experiential Learning–Practicum 3-6</p> <p>A closely supervised employment experience which allows the student to explore career opportunities in the areas of accounting, business and economics. Allows the student to make practical application of knowledge, skills and abilities imparted/developed in the classroom. Students successfully completing a practicum will have a clear understanding of the connection between business training and the needs of the business</p> <p>Prerequisites: Junior standing and approval of program liaison.</p>
<p>BA 371 Business Analytics 3</p> <p>This course provides undergraduate business students with fundamental concepts and tools needed to understand the emerging role of business analytics in organizations. Students will apply business analytical tools in a spreadsheet environment, interpret results, and communicate these findings effectively to help make sound business and economic decisions. Students will gain a thorough understanding of data visualization, descriptive and predictive data mining, and spreadsheet modeling. Students will also synthesize and analyze data sets to gain a richer understanding of the way data affects sound business decisions.</p> <p>Prerequisites: Junior Standing; BA 101C; MATH 171; ECN 240</p>	<p>BA 419 Business Strategy 3</p> <p>This course focuses on the competitive strategy of the firm by examining issues central to the firm’s long- and short-term competitive position. The course develops a set of analytical frameworks that enable students to explain performance differences among firms and that, in turn, provide a structure for making strategic decisions to enhance the firm’s future competitive positions. This course functions as the capstone course for the Accounting and Business Administration majors.</p> <p>Prerequisites: Senior Standing; MATH 171; PHIL 215; COMM 255; ECN 101; ECN 102; ECN 240; ACTG 210 or ACCT 228; ACTG 211; BA 100; BA 310; BA 320; BA 330; BA 340; BA 350; BA 370.</p>
<p>BA 373 Health Care Policy 3</p> <p>This course focuses on the analysis of issues in health care policy. Topics covered include public health initiatives, dimensions of health service delivery systems (cost, quality and access), and health policy reforms with a special emphasis on the opportunities to reduce disparities in health care. Students conduct a research project on a health care policy topic of their choosing. Classes include discussions on the challenges of developing and implementing policy changes in public health and health care administration.</p>	<p>BA 440, 441, 442 Experiential Learning–Career Applications 2-6</p> <p>An internship 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 Business Division.</p>
<p>BA 374 Ethical Issues in Health Care 3</p> <p>This course is an exploration of health policy and its development, emphasizing social justice and human rights. The course considers and compares institutional, local, regional, national, and international approaches to public health. American health systems, their operations, processes, successes, and failures are extensively analyzed. The processes and challenges for making policy at institutional, state, and federal levels are examined.</p>	<p>BA 473 Health Care Administration 3</p> <p>A study of the United States health care system, its nature, organization, and functions. Study of how providers, managers, and consumers interact in the health care system. Current issues, with an emphasis on legislative initiatives, are studied.</p>
<p>BA 375 Health Law 3</p> <p>Introduces students from non-legal backgrounds to the legal system. Examines legal materials, including statutes, judicial opinion, and administrative regulations. Basic legal research and writing skills are taught.</p>	<p>BA 474 Health Program Planning and Evaluation 3</p> <p>A course focusing on the managed health care arena and the relationship of the medical group practice management to the constantly changing environment of managed care. Students receive a strong background in many facets of managing a medical group practice and concepts/practices of managed care in health care delivery systems. Emphasis is on integrating concepts and management theory with specific skills and competencies to improve the student’s success in the ever-changing demands of medical group practice management.</p>
<p>BA 376 Quality Management in Health Care 3</p> <p>This course examines concepts in the policy process, including policy development, analysis and implementation, as they relate to quality in health care both on a national and international level. Discussion will focus on issues of quality in health care with an examination of the political process, research-policy linkages, the role of the organized professions, the bureaucracy, politicians, the media and health care organizations.</p>	<p>BA 490 Advanced Readings in Business Administration 1-3</p> <p>An advanced reading course in which the student will read books from a bibliography provided by the instructor. For each credit hour the student must read five books. Grades are based on the student’s analysis of each reading. Written and oral reports will be required. No more than a total of three credit hours will be allowed.</p> <p>Prerequisites: Senior standing; 3.35 GPA; and consent of advisor and division chairperson.</p>
	<p>BA 497 Independent Study in Business Administration 1-3</p> <p>For seniors with consent of the division chair. On demand.</p> <p>Prerequisites: Senior Standing</p>

BA 498 Experiential Learning-Internship	6-14	BIO 260 Ecology and Conservation	4
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.		A lecture, laboratory, and field study of ecological principles as they apply to plant and animal interrelationships in their environment. Natural systems analysis and natural resource conservation are studied. Upon successful completion of this course, students will be able to demonstrate a knowledge of the basic concepts and applications of conservation.	
BIO 180/280/380 Topics in Biology	1-4	BIO 300 Ecosystem Studies	1-2
This will be an intensive study of a selected topic and may include laboratory and/ or field work. The specific topics will be selected with regard for student needs and interests of the faculty. Upon successful completion of this course, students will be able to collect information on a specific topic in biology, compose a document to demonstrate scientific writings skills, and demonstrate the knowledge related to the topic studied. May be repeated for different topics. No more than six hours will be counted toward the major unless otherwise recommended by the Division chairperson. Prerequisites: 8 hours of biology or consent of the instructor. Not offered on a regular basis		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 Internships. The specific ecosystems will be selected with regard to student demand and faculty availability. Upon successful completion of this course, students will be able to analyze and characterize specific ecosystems. May be repeated for different systems.	
BIO 201 General Botany	4	BIO 302 Plant Morphology	4
A course designed to give a basic knowledge of the anatomy and physiology of seed plants for students wishing to continue studies in biology and to give non-biology majors a general appreciation of plants. The relationships between structures and functions of the leaf, stem, root, flower, fruit, and seed are studied. Upon successful completion of this course, students will be able to describe the basic principles of botany, the structure and functions of different parts of plants, and to identify certain genera and species.		A lecture and laboratory course designed to acquaint the student with morphological and ecological relationships of representative members of the plant kingdom. Morphogenesis and evolutionary trends are emphasized. Upon successful completion of this course, students will be able to describe in depth the morphology and evolution of plants. Prerequisites: BIO 201	
BIO 211 General Zoology	4	BIO 312 Animal Development and Diversity	4
A survey course, including laboratory, designed to acquaint the student in the fundamental principles of animal life, with emphasis on the structure and function of selected cells, tissues, organs, systems, and organisms. Upon successful completion of this course, students will be able to describe basic principles of zoology, the structure and functions of cells and organelles, and the concepts of animal life.		A lecture and laboratory course designed to acquaint the student with the anatomical and ecological diversity of the animal kingdom. Comparative life cycles of representative members of the major animal groups are studied. Upon successful completion of this course, students will be able to describe various life cycles, anatomy, and evolution of animals. Prerequisites: BIO 211	
BIO 241 Human Anatomy and Physiology I	4	BIO 324 Taxonomy of Flora and Fauna	4
This lecture/laboratory course introduces the student to the basic cell processes. It will also cover the anatomy and physiology of the tissues, integumentary, skeletal, muscular, and nervous system. Upon successful completion of this course, students will be able to describe the fundamental principles of anatomy and physiology at the chemical, cellular, tissue, organ, system and organismal levels. Prerequisites: 4 hrs of chemistry		A lecture, laboratory, and field study of the classification, nomenclature, identification, and documentation of plants and animals. Specific flora and fauna will vary. Upon successful completion of this course, students will be able to identify and classify plants and animal using taxonomic keys. Prerequisites: BIO 201 or 211 or 260 or consent of instructor	
BIO 242 Human Anatomy and Physiology II	4	BIO 350 Microbiology	4
This lecture/laboratory course introduces the student to the endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems of the human body. Upon successful completion of this course, students will be able to demonstrate the anatomical and physiological interrelationships of these systems, and explain the components, structure and functions of the human body. Prerequisites: BIO 241		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. Students will be able to isolate, culture, and identify various microorganisms. Prerequisites: 8 hours of biology, 4 hours of chemistry	

BIO 355 Genetics	4	BIO 498 Internship in Biology	6-12
An introductory course dealing with the principles of plant and animal inheritance. A basic study of the molecular structure and function of genetic material (DNA and RNA); basic cytology; and developmental, behavioral, and human genetics. Sex determination, linkage, chromosomal recombination, and recent discoveries and techniques in biotechnology are studied. Upon completion of this course, students will be able to demonstrate their understanding of the basic concepts of inheritance, the structure of DNA, and their ability to perform techniques such as PCR and electrophoresis. Prerequisites: MATH 171, 8 of biology, 8 of chemistry		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 registers for or begins the internship. Upon successful completion, students will be able to describe their work experience in connection to their biology coursework, and express in writing what they learned in their field placement. Prerequisites: Senior standing in the major	
BIO 360 Cell and Molecular Biology	4	BIO 499A Biology Seminar I	1
This course presents a systematic approach to concepts of cell and molecular biology with an emphasis on the biological and chemical processes that occur in the cell and how these are related to cell function. Students will understand these underlying principles and analyze the current scientific research that has led to the current view of the cell. Prerequisites: BIO 211, CHEM 175 and CHEM 176		This course will involve student research on an approved Biology topic. Techniques of biological research, scientific writing, editing of scientific writing, and formal presentation of results will be discussed and analyzed. Upon successful completion of this course, students will be able to compose a professional document designed to disseminate a scientific report using proper format and style. Prerequisites: Primarily for juniors and seniors in the major but open to others with consent of the instructor	
BIO 386 Biochemistry	4	BIO 499B Biology Seminar II	1
An introductory lecture course. Topics include nomenclature, typical reactions, qualitative and quantitative analysis, and intermediary metabolism. Particular emphasis will be given to factors affecting enzyme kinetics and metabolic control. Students successfully completing this course will become familiar the general structure of prokaryotic and eukaryotic cells, will acquire knowledge of the various classes of bio-organic compounds and their roles in cellular metabolism, and will learn the general metabolic pathways found in cells and multicellular organisms. Prerequisites: BIO 201, BIO 211, CHEM 355. Offered odd numbered Springs.		This course will involve a formal oral presentation of Biology research and techniques of critiquing oral and written scientific works. Upon successful completion of this course, students will be able to present the information from Biology Seminar I in a professional and persuasive manner in both thesis form and as a journal article. Must be taken consecutively with Biology Seminar I. Prerequisites: Primarily for juniors and seniors in the major but open to others with consent of the instructor	
BIO 398 Practicum in Biology	2	CHEM 175 General Chemistry I with Laboratory	4
Allows for practical work experience on campus in biology. Specific guidelines, which include prerequisites, and application procedures, may be obtained from the Division chairperson. Each student's individual Practicum must be approved by the Division before the student begins the practicum or registers. Upon successful completion of this course, students will be able to demonstrate preparation for entry and success in biology.		A mathematically based introductory course in chemistry. Topics include atomic and molecular structure, chemical relationships, quantitative relationships, and gas theories. Laboratory will emphasize concepts covered in lecture. Upon successful completion, students will be able to solve qualitative and quantitative problems involving stoichiometric relationships, will have an understanding of kinetic molecular theory and how it applies to the behavior of gases, and will possess the basic conceptual vocabulary necessary to understand chemical information. Prerequisites: Consent of instructor	
BIO 440, 441, 442 Career Applications	2-6	CHEM 176 General Chemistry II with Laboratory	4
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 Internship in one term. Specific guidelines, which include prerequisites and application procedures, may be obtained from the Division chairperson. Upon successful completion of this course, students will be able to demonstrate preparation for entry and success in science related graduate and professional schools, industry, or laboratory and field programs, or teaching. Prerequisites: Senior standing in the major		This course is a continuation of CHEM 175. Topics include kinetics, equilibria, acid-base concepts, electrochemistry and nuclear chemistry. Students successfully completing this course will have an understanding of current and historical acid-base theory and how it is applied experimentally, an understanding of the basic concepts governing the rates of chemical reactions, and an understanding of both qualitative and quantitative approaches to chemical equilibria. Prerequisites: CHEM 175	
BIO 497 Independent Study in Biology	1-3		
Original investigation of special problems. Open to juniors and seniors whose general ability and training in biology make probable their success with a research problem. Upon successful completion of this course, students will be able to perform scientific investigations and interpret scientific data.			

CHEM 180/280/380 Topics in Chemistry 1-4

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 University chemistry and permission of the instructor

CHEM 271 Quantitative Analysis 4

Primarily a laboratory course stressing precision and technique. Wet chemical methods of analysis will be used to illustrate precipitation reactions, complexation, acid/base and redox chemistry. The class work will stress solution equilibria. Students successfully completing this course will become proficient in the laboratory techniques used for wet chemical analysis and the underlying concepts behind them.

CHEM 355 Organic Chemistry I (with lab) 4

This introductory survey course is centered around structure and is organized by functional groups. Nomenclature, properties, preparations, and reactions of the various groups will be studied. Students successfully completing this course will gain a knowledge of the standard approaches to organic chemical nomenclature, will become familiar with basic methods for determining and writing organic reaction mechanisms, including an understanding of electron-pushing, and will begin learning some of the reactions and reagents useful for organic chemical transformations and synthesis. Laboratory techniques and basic reactions of organic compounds will be stressed. Students successfully completing this course will become proficient in typical methods of organic chemical isolation and purification, including liquid-liquid extraction, distillation, and recrystallization.

Prerequisites: CHEM 176

CHEM 356 Organic Chemistry II (with lab) 4

An extension and expansion of CHEM 355. The central themes will be reaction mechanism and structure. Infrared, ultraviolet, and NMR spectroscopy will be explored as tools in structural determination. Students successfully completing this course will broaden their knowledge of organic chemical transformations, and will become proficient in interpreting organic spectra. Lab inclusion of instrumental methods of studying molecules and reactions. Reaction mechanisms will play an important role. A major multi-step synthesis is a culminating activity. Students successfully completing this course will become familiar with performing multi-step synthetic reactions on the micro and macroscale, and will gain hands on knowledge of NMR, IR, and UV spectroscopy.

Prerequisites: CHEM 355

CHEM 386 Biochemistry 4

An introductory lecture course. Topics include nomenclature, typical reactions, qualitative and quantitative analysis, and intermediary metabolism. Particular emphasis will be given to factors effecting enzyme kinetics and metabolic control. Students successfully completing this course will become familiar the general structure of prokaryotic and eukaryotic cells, will acquire knowledge of the various classes of bio-organic compounds and their roles in cellular metabolism, and will learn the general metabolic pathways found in cells and multicellular organisms.

Prerequisites: BIO 201, 211; CHEM 355 or consent of the instructor. Offered spring, odd numbered years

CHEM 497 Independent Study in Chemistry 1-3

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.

CJ 101 Careers in Criminal Justice 1

This course will introduce students to the field of Criminal Justice and to the department of Criminal Justice at Iowa Wesleyan University. This course will review the many different areas associated with the field of Criminal Justice, discuss the various career paths for criminal justice students, and the possibility of pursuing graduate or professional school opportunities upon graduation. Students will explore the career opportunities throughout the criminal justice system including law enforcement, first responders, the practice of law, courts, corrections, juvenile, and federal agencies as well as private sector employment. This course is designed to empower students, setting them up to capitalize on the Criminal Justice field's tremendous growth and expanding job opportunities.

CJ 180/280/380 Topics in Criminal Justice 3

Selected topics in the area of criminal justice. This course will give students the opportunity to study in-depth a particular topic beyond what is covered in existing courses. Course offerings will depend upon student and faculty interest and faculty availability.

CJ 231 Introduction to Criminal Justice 3

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

CJ 260 Criminal Law and Individual Rights 3

This course covers substantive criminal law and criminal procedure. Upon successful completion of this course, students will be able to articulate the origins of criminal law; identify the elements of various types of crime and defenses to criminal acts; and discuss constitutional protections related to search and seizure, due process, double-jeopardy, rights against self-incrimination, rights to an attorney, rights to a jury trial and court decisions on cruel and unusual punishments

CJ 307 Criminology 3

A scientific study of crime and criminal behavior based on classical, neoclassical, positivistic, social process, and structural theories of crime causation. Upon successful completion of this course, students will be able to discuss the development of sociological criminology, critically analyze theoretical explanations for crime and articulate research findings on crime.

CJ 308 Juvenile Delinquency	3	challenges of police work; explain the rule of law as it applies to probable cause for arrest, Miranda rights, search and seizure, and the questioning of criminal suspects; and discuss the civil liabilities for civil rights violations and police misconduct.
This course covers the special problems and laws pertaining to juvenile offenders. Upon successful completion of this course, students will be able to distinguish between status offenses and criminal acts, articulate the problem of juvenile crime and justice, and discuss the legal framework for handling and rehabilitating juvenile delinquents.		
CJ 316 Introduction to Corrections	3	CJ 370 Multiculturalism in Criminal Justice
An overview of the history and contemporary development of the field of corrections. Upon successful completion of this course, students will be able to articulate philosophies of punishment, discuss correctional law and inmate rights, and evaluate correctional programs to rehabilitate correctional clients.		3
CJ 322 Probation and Parole	3	Covers the impact of cultural factors on the field of criminal justice with emphasis on the interaction of criminal justice practitioners and members of minority communities. Upon successful completion of this course, students will be able to critically analyze the effect of race and ethnicity on crime, articulate gender and ethnic issues in criminal justice agencies, and discuss majority and minority views on the fairness of the criminal justice system.
A study of contemporary practices related to probation and parole with emphasis on community corrections as an alternative to incarceration. Upon successful completion of this course, students will be able to explain the difference between probation and parole, discuss the legal framework for probation and parole supervision, and describe the job of probation and parole officers.		
CJ 330 Criminal Courts	3	CJ 385 Terrorism and Homeland Security
This course will examine the philosophical and constitutional assumptions underlying the American criminal court system of justice. Upon successful completion of this course, students will be able to articulate issues and controversies related to the law and crime, explain how the criminal court process works; and discuss the impact that criminal cases have on society as a whole.		3
CJ 347 Research Methods in Criminal Justice	3	A study of how the United States government has responded to the threat of terrorism on American soil since the September 11th attacks. The role of federal, state, and local law enforcement agencies in defending the homeland are discussed. Upon completion of this course, students will be able to identify foreign terrorist groups and goals, discuss the various laws and antiterrorism programs that have been adopted to protect the United States from future attacks, and critically examine the rule of law in prosecuting foreign terrorists.
This course provides students with the fundamental tools for evaluating, designing and implementing basic and applied empirical research within the area of criminal justice. This course will provide students with an introduction to research methods in criminal justice and criminology, with applications to both pure and applied research. The course provides a basic conceptual framework for understanding and interpreting criminal justice research as well as designing, conducting, and evaluating research projects. The association between theories and research methods used in the study of criminal justice is explored through a variety of related data sources. Topics covered include: the principles of research design; problems of inference; survey design; and basic methods of data analysis. Students will obtain hands-on experience in project design and data analysis. Prerequisites: CJ231, CJ260, CJ316 & CJ307		CJ 398 Practicum in Criminal Justice
CJ 350 Constitutional Law	3	3
This course will introduce students to the underlying political structure of the American judiciary and explore the political and legal foundations for Constitutional Law in the American political system. This course seeks to promote an appreciation for the fact that the Constitution, like other forms of policy making, can be interpreted and applied as an expression of our deepest democratic values and/or as a basic means for serving the interests of the policymaker. This is a Writing Intensive Course. Prerequisite: CJ 231, CJ 260.		This practicum permits practical work experience on campus in criminal justice. Specific guidelines, which include perquisites and application procedures, may be obtained from the Science chair. Prerequisites: Unanimous approval by the Science Division before the student begins the practicum or registers.
CJ 355 Law Enforcement	3	CJ 416 Crime and Punishment
A comprehensive study of federal, state, and local law enforcement agencies. Upon successful completion of this course, students will be able to articulate methods, problems, issues, and		3
		An advanced study of classical and modern theories of penology with emphasis on contemporary issues related to crime and punishment. Upon successful completion of this course, students will be able to discuss and critically analyze the development of penology as a field of study, articulate philosophical views of punishment, and apply criminal and correctional law to individual rights and public order. Prerequisites: CJ 307, CJ 316 or consent of instructor
		CJ 425 Criminal Justice Administration
		3
		An analysis of the management and supervision practices of top administrators, mid-level managers, and first-line supervisors in criminal justice agencies. Upon successful completion of this course, students will be able to describe and discuss the organizational structure, policies, procedures, rules and regulations, and everyday work practices of criminal justice agencies. Prerequisites: CJ 231 or consent of the instructor
		CJ 440, 441, 442 Career Applications in Criminal Justice
		2-6
		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 Science Division

CJ 497 Independent Study in Criminal Justice	3	and digital input, and presentation of images. Prerequisites: Successful Completion of English 109 and 110 required.
An in-depth study into a specific area of criminal justice. Periodic conferences with the instructor and written documentation of the area of study are required. Prerequisites: Consent of the instructor		
CJ 498 Internship in Criminal Justice	6-12	DMD 260 Basics of Video and Audio
The internship allows for practical work experience in criminal justice. This course is required for criminal justice majors. Upon successful completion of the internship, students will be able to describe their work experience, connect their work experience to their criminal justice coursework, and articulate orally and in writing what they learned in their field placement. Prerequisites: Junior or senior standing		3
COMM 147 Introduction to Public Speaking	3	An introduction to production process of creative and commercial audio and video for multiple environments (platforms) including broadcasting, online streaming and social media. Students learn the basic terminology, concepts and techniques associated with video and audio productions, including digital audio and video recording, camera and lighting techniques, microphone techniques, editing, mixing, and basic postproduction techniques. Students who successfully complete this course will demonstrate basic techniques and skills required in professional video and audio production environments. This course is a prerequisite for all electronic media courses in the major.
This course teaches effective presentational skills through the performance of speeches and literary interpretations. Students develop key public speaking skills such as audience analysis, exigency analysis, critical and interpretive analysis of content, organization of content in appropriate presentational formats, and the effective use of voice, diction, pacing, and emphasis.		DMD 309 Multimedia Development (Gaming)
COMM 380 Special Topics in Communication	3	3
This course will give students the opportunity to study in-depth a particular topic beyond what is covered in existing Communication courses. Topics vary year by year, and this course may be repeated for different topics. No more than six hours will be counted toward the major unless approved in advance by the Division chairperson.		This course is a continuation of the introduction to methods, materials, computer programs and techniques used in the development of multimedia. The course will focus on computer game design and related multimedia concepts and techniques such as animation, image processing, video production and sound design, as well as computer programming and application development. Students will understand the fundamentals of game design and will gain hands-on experience in the development of computer games using intuitive design and programming environments. Utilizing computer software and hardware students will complete design-oriented projects and will develop an understanding and critical awareness of contemporary practices in electronic media. Prerequisites: 3rd year status, ART/DMD:109, ART/DMD:260.
COMM 497 Independent Study in Communication	1-3	DMD 310 Digital Illustration
This course is designed for advanced students who wish to research and write a paper on a specific topic or do a special project in communication. Prerequisites: Advanced standing, a written project proposal, and permission of division chair.		3
DMD 109 Survey of Multimedia	3	This is an advanced course that further explores and utilizes the concepts, computer skills and design experience developed from other courses: Photography, Drawing, Painting, Graphic Layout and Design. The student will work with digital input of hand drawings, paintings or other medium and translate them into digital illustrations using primarily Illustrator and Photoshop. The course will also introduce illustrators and their roles in Graphic Design. Prerequisites: Art 204, 207, 219
This course is an introduction to the broad field of multimedia. Students will learn problem-solving skills and design principles using the tools and resources implemented in this field. This class gives hands-on experience in five media: graphic design, image processing, sound design, video production and Web design. This an active-learning course focusing on creative assignments and online publishing. At the conclusion of this course, students will display their work on a personal Website designed by each student.		DMD 321 Web Design and Programming
DMD 204 Graphic Layout and Design	3	3
Provides an introduction to the methods, materials, industry standard computer programs and techniques used in the development of various types of publications and advertising layout. Students will explore the fundamental elements of design, compose documents electronically, analyze design based on principles of perception, understand pre-press, and present completed projects while developing an understanding and critical awareness of contemporary practices.		This course introduces students to programming and design concepts and techniques used in Web site development. Topics include HTML and CSS programming, JavaScript programming, multimedia and interactivity, search engine optimization, Web hosting, file transfer protocols, and server implementation. Upon completion, students should be able to deploy an interactive, multi-page Web site
DMD 207 Photography I	3	DMD 341 Video and Audio Postproduction
An introduction to basic digital photography, digital software and traditional black and white photography concepts. Specifically these areas are camera functions, image composition, lighting,		3
		Video and audio postproduction is an advanced level course going deeper into the art and craft of editing. Students are expected to enter this course with basic familiarity with non-linear audio and video editing. Topics include advanced editing process, visual effects, sound effects and filtering, sound synchronization, animated video processing, color correction, rendering, and basic compression schemes. Prerequisites: DMD 260

DMD 369 Interactive Media	3	ECN 321 Economics of Labor Relations	3
In this course students will create electronic projects that will allow the viewer to make choices in the projects' content. The format may be an interactive art installation, an interactive website, a computer game or an interactive presentation/performance that invites the user's participation. A variety of computer applications will be introduced and used for creative assignments. The course will focus on graphical dataflow environments and open source software such as Pd-extended and Vuo. Students will be introduced to the fundamentals of these environments, as well as to concepts and techniques of sound design, image processing, interactive artwork and algorithmic composition. Students will work towards a final project, identifying the audience, type of communication and techniques that will meet the project's goals. Prerequisites: 2nd /3rd year status, Art/(DMD:109), ART/(DMD:260)		The labor market and its relation to the overall economy; the development, structure, goals and policies of labor organizations; major issues in labor-management relations; problems of public policy, wage theories and wage determination. Successful completion of this course will enable students to identify and describe the major issues in labor and their relationship to overall economic conditions. Prerequisites: Junior standing; BA 100; ECN 101; ECN 102	
DMD 499A Senior Seminar	1	ECN 322 Money and Banking	3
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.		Essentials of commercial and central banking, monetary policy and theory: A study of how the central banking system controls the money supply; conducts monetary policy through the different tools they have available. The course will include several of the theoretical approaches that have been developed since the beginning of modern capitalism and the need for modern money emerged. Successful completion of this course will enable students to describe the major monetary strategies of government and business. Prerequisites: Junior standing; BA 100; ECN 101; ECN 102	
DMD 499B Senior Seminar	1	ECN 330 History of Economic Thought	3
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.		This course will follow the development of Economics from Adam Smith through John Maynard Keynes. The development will be traced through the study of the authors who contributed to the profession's development. Students successfully completing this course will be able to compare and contrast the major theories of economics since 1776. Prerequisites: Junior standing; BA 100; ECN 101; ECN 102	
ECN 101 Microeconomics	3	ECN 341 Research Methods for Economics and Business	3
Topics in this course include the behavior of individual households and firms, supply and demand analysis, and the various structures of a market economy. Students successfully completing this course will be able to identify and explain the major economic forces faced by a single firm in a capitalistic setting.		The course includes discussion and study of various research methods, research design and treatment of data for use in economic, financial and marketing studies that are intended to apply or test various theoretical positions in these business disciplines. Participation in a research project is required. Students successfully completing this course will be able to design and conduct a University-level research project. Prerequisites: Junior standing; BA 100; MATH 171	
ECN 102 Macroeconomics	3	ECN 350 Economics of International Business	3
This course is designed for the general student as well as for the student considering further study in business administration, accounting or economics. This course develops basic economic theory to explain unemployment, inflation and economic growth and considers the role of governmental economic stabilization policy. Students successfully completing this course will be able to identify and explain the major economic forces faced by groups of firms in a capitalistic setting.		An introduction to international economic problems and public policy responses. The course includes discussions of tariffs, quotas, exchange rate control, the balance of payments, international capital and labor movements, and policies designed to encourage international economic stability and cooperation. Students successfully completing this course will be able to define and explain the major economic forces of the modern global business environment. Prerequisites: Junior standing; BA 100; ECN 101; ECN 102	
ECN 240 Applied Statistics for Economics and Business	3	ECN 351 International Economic Development	3
Statistical methods commonly used in the analysis of empirical data are considered, including descriptive and inferential statistics, and parametric and nonparametric techniques. Computer applications and the relationship between statistics and research design are emphasized in relation to business & economics problems. Students successfully completing this course will be able to perform the statistical analysis portion of a University research project. Prerequisites: Sophomore standing; BA 100; MATH 171		An introduction to theories and approaches to development of the non-industrialized countries. With a policy and strategy orientation, the course will examine the contemporary issues of development from the perspective of increasing globalization and international interdependence. Students successfully completing this course will be able to identify and describe the major forces shaping the development of less- developed countries. Prerequisites: Senior standing; BA 100; ECN 101; ECN 102; ECN 350	

ECN 380 Topics in Economics	3	EDUC 262 Participation and Analysis in the Schools	1
Selected topics in the economics area. Prerequisites: ECN 101; ECN 102 and consent of instructor		A required 30 hours of supervised experiences within the PK-12 classroom prior to admission into the Teacher Education Program. Placement is done through the Education Division. Students will actively observe and assist in the assigned classroom. With the guidance of the cooperating teacher, they are to select three individual students who present differing strengths and educational needs. The teacher candidate is to prepare, present, and assess the success of three activities that are targeted to match the learning styles of those selected students. The teacher candidate will also present one whole group lesson. The lesson plan will be created by the cooperating teacher. The teacher candidates will be reflecting on their observations and experiences in a journal and with others who are enrolled with them for this term. Prerequisites: Admission into the Teacher Education Program. Must have successful background check on file.	
ECN 398 Experiential Learning–Practicum	3-6	EDUC 263 Participation and Analysis in the Schools	1
A closely supervised employment experience which allows the student to explore career opportunities in the areas of accounting, business and economics. Allows the student to make a limited application of knowledge, skills and abilities imparted/developed in the classroom. Students successfully completing practicum will be able to compare and contrast economic theory with practical applications. Prerequisites: Junior standing and approval of program liaison		EDUC 263 is the third of three sequenced early field experiences for the teacher education program. The expectation is that each teacher candidate receives a wide variety of placements as they move from 261, 262, and 263 to finishing with the student teaching course. Students can request to work with specific teachers or in specific districts, but the Field Experience Committee will be responsible for all initial contacts with the school administrators to arrange for placement. This phase of the Participation and Analysis will emphasize the management of the classroom as a whole and focus on learning environment issues. The teacher candidate will prepare and present, and then gather cooperating teacher feedback on three whole group lessons; will examine school-wide and classroom management; and will present findings to 261 and 262 students. Prerequisites: Admission to the Teacher Education Program. Must have successful background check on file.	
ECN 440, 441, 442 Experiential Learning–Career Applications	2-6	EDUC 268 Care and Development of the Preschool Child	3
An Internship 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 liaison		Students learn about the study of prenatal and postnatal development to age 8. Students gain knowledge about children's physical and social needs and their place in the family.	
ECN 498 Experiential Learning–Internship	6-15	EDUC 279 Introduction to Early Childhood Education	3
An employment/work experience, which as closely as possible, represents normal employment/work conditions. The student is afforded the opportunity to apply knowledge, skills and abilities imparted/developed in the classroom setting to "real world" business situations. Students successfully completing an internship will be able to compare and contrast economic theory and practical applications. Prerequisites: Senior standing and approval of program liaison		Students examine the field of early Childhood education, emphasizing the philosophy, history, current trends and principles of guidance of the young child.	
EDUC 110 Introduction to Teacher Education	1	EDUC 294 Foundations of Education	2
This course will help students understand various requirements of the Teacher Education Program (TEP) and the State of Iowa for teacher certification. Students will become familiar with the mission and conceptual framework of the TEP as it fits within the IW philosophy. Student will also demonstrate the acquisition of knowledge about and skill in use of the INTASC Standards/Working Portfolio and electronic formats for instruction (Edmodo) and assessment (LiveText). Freshmen students should take this course in their second semester on campus and transfer students should take this course during their first semester.		Students examine the history of education and the influence that politics, economics, social class, gender, ethnicity, religion, and race have on American public education (K-12). Students analyze the role that these and other socio-cultural issues have on education at the federal, state, and local levels.	
EDUC 215 Technological Applications in the Classroom K–12	2	EDUC 295 Curriculum Development and Evaluation	3
Students plan and implement strategies for integrating technology into the school curriculum. Students develop lesson plans and sample projects which simulate elementary/secondary students' use of technology to solve problems or present results, helping to prepare them for the adult work world.		Students will gain information about the development of elementary and secondary curriculum; definitions, learning theories, implementation and assessment strategies, and classroom management. Students will apply the information learned in the development of a curriculum project. Prerequisites: Admission to the Teacher Education Program.	
EDUC 261 Early Experience in the Schools	1		
A required 30 hours of supervised experiences within the PK-12 classroom prior to provisional admission to the teacher education program. Placement is done through the Education Division. Students explore teaching as a career. Students assist the classroom teacher with individual and small groups of students, and analyze how their observations address selected standards of the teacher education department goals. Prerequisites: Should be taken in freshman or sophomore year. Must have successful background check on file.			

<p>EDUC 296 Educational Psychology 3</p> <p>Students examine the principles and theories of psychology as they relate to human learning and assessment in education. Students acquire background information about multiple theories of human development; different approaches to cognition and educational research; and various teaching strategies and assessment for traditional and exceptional, handicapped, and gifted and talented students. Students design and score a variety of test formats including multiple choice, essay and portfolio assessment. Students comprehend the processes of instructional design, motivation, classroom management, discipline, measurement and evaluation and understand strategies to meet the unique needs of the “at risk” and special needs student. Prerequisites: A general psychology course is recommended.</p>	<p>linguistic foundations of reading and instructional methods. Students will discern and discuss the theories relating to language development from birth through the 8th grade and the teacher's role in that development. Students will examine methodology, language process, and learning strategies in the areas of phonemic awareness, phonics, vocabulary, fluency, comprehension. Students will also complete 5 hours field experience in a K-6 classroom. This course is the first in the sequence of courses needed for the reading endorsement. Prerequisites: EDUC 110, 294, 295, & 296</p>
<p>EDUC 301 Education of Exceptional Persons 3</p> <p>A basic study of exceptionality in children and youth, including the emotionally disturbed, disadvantaged, mentally retarded, gifted, physically handicapped and those with learning disabilities including characteristics, methods of identification, curriculum development, research and current educational structures and practices. Students will observe special education students in a variety of appropriate settings and will learn to make modifications and accommodations appropriate to their area of certification.</p>	<p>EDUC 323 Elementary School Math Methods 3</p> <p>During this required course students will engage in five overarching arenas of study: mathematics, problem solving, classroom climate, assessment, and professional development. These arenas will be integrated through activities and projects, readings and discussions, and lesson planning. The course is designed to assist students in gaining experience with mathematics, and experience research based methods that may be carried further into their practice. Prerequisites: Math 150, EDUC 110, 294, 295, & 296.</p>
<p>EDUC 302 Classroom Management 2</p> <p>Addresses the learning of classroom management techniques that focus upon a well-organized, structured yet flexible, warm and caring environment in which children and youth will grow both intellectually and socially. In this course, students study various theoretically-based management models, learn how to analyze behavior problems, and create a final project that is a synthesis of the information learned as it relates to their areas of certification. An overarching goal of this course is for students to determine their own theory and practices of behavior management to be used once working professionally. By the end of this term students should have a good collection of ideas, strategies, and interventions for building positive learning environments and proactively addressing problematic behaviors in the classroom and other school settings.</p>	<p>EDUC 327 Reading in the Secondary Content Areas Methods 2-3</p> <p>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. Optional Service Learning credit. Prerequisites: EDUC 110, 294, 295, & 296</p>
<p>EDUC 305 Elementary School Science Methods 3</p> <p>This required course provides students with foundations in science education using meaningful and practical learning experiences to prepare them to create an effective science learning environment for elementary students. The three areas of strength for science programs, 1) science content, 2) science process skills, and 3) positive attitude toward science, will be addressed experientially. Students are immersed in learner-centered methods to help students understand appropriate instructional strategies for elementary school science experiences. Prerequisites: EDUC 110, 294, 295, & 296</p>	<p>EDUC 331 Elementary School Social Studies Methods 3</p> <p>Presents methods and materials for teaching the content of the social studies in the elementary school. Prerequisites: EDUC 110, 294, 295, & 296</p>
<p>EDUC 314 Foundations of Elementary Literacy Methods 3</p> <p>The purpose of this course is for students to study how the interconnected components of a comprehensive literacy program have been taught throughout history including the changing perspectives, practices, and laws related to teaching students with diverse needs, interests, motivation, and backgrounds. Topics also include management of the literacy classroom to support all learners and the psychological, sociocultural, and</p>	<p>EDUC 332 Elem. School P.E. and Health Methods & Curriculum 3</p> <p>Students examine the philosophy, objectives, principles, assessment, curriculum, and activities related to the teaching of health and physical education in the elementary schools. This course is designed for the physical education major. Prerequisites: EDUC 110, 294, 295, 296</p>
	<p>EDUC 338 Children’s Literature 2</p> <p>Students explore the various genres of children’s literature appropriate for children from kindergarten to grade 6. Students increase their understanding of how language develops through use of literature. Students examine literary elements and analyze the quality of a book. Students learn to embed good literature into content areas of learning in addition to practicing teaching methods to story comprehension and appreciation. Students experience storytelling, story reading and poetry recitation.</p>
	<p>EDUC 345 Methods of Elementary Written Communication 3</p> <p>Students will develop understanding of the connections between oral and written language, and also the writing process. Focus is on designing aligned progressive learning goals, assessments, and differentiated instructional strategies considering the content (genres, purposes for writing, audience, conventions of writing) and the individual needs of all students. The unique needs in written communication for students of diverse languages and backgrounds are examined with an emphasis on developing strategies for all learners to develop critical and creative thinking, problem solving, and Standard English. Selecting and integrating</p>

digital and interactive technologies as part of written communication and writing instruction are also investigated. Students will complete 5 hours of field experience in a K-6 classroom.

Prerequisites: EDUC 110, 294, 295, and 296

EDUC 348 Readings in Literature for Adolescents 3

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

EDUC 355 Methods and Materials for Early Childhood Education 3

Students will learn methods and principles of development and operation of programs for young children, including involvement with parents. Students gain experience in activities for the care and development of the young child including education for the physical, mental and social development of the preschool child. Prerequisites: EDUC 110, 268, 279, 294, and 296

EDUC 357 Human Relations: Global Perspective for Educators 2-3

Students will understand the values, lifestyles, history, and contributions of various identifiable subgroups in our society. Students will recognize dehumanizing biases such as sexism, racism, prejudice, and discrimination, in instructional materials and in daily interactions of members of society. They will become aware of the impact that such biases have on interpersonal relations and learning. Students will translate knowledge of human relations into attitudes, skills, and techniques resulting in favorable learning experiences for students. Students will learn to respect human diversity and the rights of each individual. This course satisfies the Global Awareness course for Wesleyan Studies. Optional Service Learning credit. Prerequisites: EDUC 110, 294, 295, 296

EDUC 382 Modern English Grammars 3

Explores structure of modern English. Students will analyze English sentences, determine the constituents of a well-made sentence, and identify the form and function of words and phrases. Students will also apply grammatical concepts to classroom situations.

EDUC 390 Elementary Specials Methods: Art, Music, and Physical Education/Health/Wellness 3

The purpose of this course is to instruct general education students in areas of art, music, and physical education/health/wellness to integrate into their subject areas. It will also be of value in preparing future teachers for a job opportunity in a district without specials in one or all of these areas. Learning Outcomes: Students will become familiar with philosophy, national standards, objectives, principles, and activities relating to the teaching of art, music, and physical education/health/wellness activities to enrich social studies, science, math, and language arts content. Prerequisites: EDUC 110, 294, 295 & 296

EDUC 396E Secondary Special Methods: Science 3

Students will learn techniques to use in teaching science in the secondary school. They will write lesson plans and teach in the secondary setting and be evaluated by the instructor.

Prerequisites: EDUC 110, 294, 295, 296

EDUC 396H Secondary School Special Methods: Health and Curriculum 3

Students will learn techniques to use in teaching health in the secondary school. They will write lesson plans and teach in the secondary setting and be evaluated by the instructor.

Prerequisites: EDUC 110, 294, 295, 296

EDUC 396K Secondary Special Methods, Major: Physical Education and Curriculum 3

Students will learn techniques to use in teaching secondary physical education. Students will also write lesson plans and teach them to secondary students and be evaluated by classmates and the instructor.

Prerequisites: EDUC 110, 294, 295, 296

EDUC 402-404 Senior Seminar for Student Teachers 1

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

Prerequisites: Admission into Teacher Education Program and Approval for Student Teaching.

EDUC 421 Practicum in Early Childhood Education (Preschool) 3/6

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

EDUC 422 Practicum in Early Childhood Education (Kindergarten) 3/7

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

EDUC 442-443 Practicum in Elementary Education 7-14

A full-time program of experience in one or more elementary schools at two grade levels. Students learn how to plan and implement instruction using a variety of strategies that meet the needs of individual students. They understand how students learn and how prior learning and cultural background impacts learning. Students gain knowledge about the importance of creating a warm, caring, structured learning environment through effective communication with students, parents, colleagues and various community sources. Students gain experience through professional development opportunities.

Prerequisites: All coursework listed on the Elementary Education Checklist and Admission to Teacher Education Program.

EDUC 451 Diagnostic and Assessment Reading Methods 3

Students will gain information about standardized, formal assessment methods in the area of reading; general principles of assessment and diagnosis, including basic statistics. Students will consider how disabilities impact acquisition of reading skills and reading instruction and learn techniques for using reading assessment to guide classroom instruction.

Prerequisites: EDUC 314

EDUC 452 Remedial Reading Methods 3

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

Prerequisites: EDUC 314

EDUC 453-454 Remedial Reading Practicum at K-8 or 5-12 Level 3

A field experience in a Title 1 classroom with a certified Title 1 teacher. Students completing this experience will be able to successfully implement all components to a remedial reading classroom including assessment, diagnosis, prescription, and remediation.

Prerequisites: All coursework listed on the Reading Endorsement Checklist and Admission to Teacher Education Program.

EDUC 482-483 Practicum K-12 Education 7-14

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

Prerequisites: All coursework listed on the K-12 Checklist and Admission to Teacher Education Program.

EDUC 492-493 Practicum 5-12 Education 7-14

An individually planned program of experience in one middle school and one high school for Secondary Education Majors. (See EDUC 442-443 or 492-493) Students will learn how to plan and implement instruction using a variety of strategies that meet the needs of individual students. They will gain knowledge and

experience about how students learn and how prior learning and cultural backgrounds impact learning. Students will gain knowledge and experience about the importance of creating a warm, caring, and structured learning environment through effective communication with students, parents, colleagues and various community sources. Students gain experience through professional development opportunities.

Prerequisites: All coursework listed on the 5-12 Checklist and Admission to Teacher Education Program.

EDUC 498 Internship 6

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

ENG 100 Fundamentals of English 4

Instruction in composition to prepare students for ENG 105. Students completing the course will write clear sentences and paragraphs, and they will demonstrate basic competence in thesis and idea development, organization, style, and proofreading skills.

ENG 109 College Composition (WI) 3

In this course, students will be introduced to college-level writing. Assignments will move from first-person essay to more traditional academic writing such as rhetorical analysis and persuasive essays. The course also examines visual texts and focuses on revision and reflective writing. The course promotes as learning outcomes an understanding of rhetorical foundations such as audience, voice, and genre; development of effective writing process that includes scaffolding and peer review; demonstration of research skills and accurate citation of sources; and participation in academic conversations that produce polished, final writings in a portfolio.

ENG 110 College Research (WI) 3

In this course, students will be introduced to college-level research. Assignments will focus on researching and creating knowledge about one's field or major through reflective writing, professional and scholarly resources, interviews with members of one's field. Essays will move from an initial sketch of the student's interests in the field to a report on the current job market to a research-driven essay examining a problem in the field and eventual revision and expansion with more scholarly sources. The course promotes as learning outcomes an understanding of discourse communities and professional networking; demonstration of thorough research techniques, knowledge gathering, implementation, and accurate citation of sources; and participation in professional conversations that produce work approaching those of incoming experts in the field.

ENG 201 Survey of Literature (WI) 3

In this course, students will be introduced to the study of short fiction, drama, and poetry. The course also will include literature in translation, global literature, or other diverse topics in

literature in addition to canonical literature. Learning outcomes include an understanding of these genres as distinct types of literature, an ability to analyze literary texts through students' own writing and other forms of presentation, and the ability to perform research related to such analysis.

ENG 206 Introduction to Poetry 3

Introduction to the forms and conventions of poetry. Students will explore the nature of poetic language, images, figures of speech, sound patterns, rhythms, forms, and genres (both traditional and contemporary). Students will develop skill in appreciating and analyzing the poetic treatment of experience and language, wherever it may be found in the world around them.

ENG 228 Sports in Literature 3

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

ENG 247 Imaginative Writing: Poetry and Prose (WI) 3

Work in forms such as short story, lyric poem, and creative nonfiction. Students will demonstrate originality and craft in at least one creative genre through a portfolio of writing.

ENG 280 Special Topics 3

An opportunity for lower-division students to survey topics in literature not offered on a regular basis. Learning outcomes include an understanding of genres of literature, an ability to analyze literary texts through students' own writing and other forms of presentation, and the ability to perform research related to such analysis.

ENG 311 Expository Writing (WI) 3

Advanced writing course emphasizing clarity and coherence in expository expression. Students will submit writing portfolios demonstrating ability to fulfill a variety of writing tasks at a level of competence beyond the first year exit level.

ENG 326 Environmental Literature 3

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

ENG 327 Reading Film as Literature 4

This course focuses on narrative film as a species of literature defined by character, story, and spectacle. Students will treat films as texts to view, analyze, discuss, research, and write about in light of professional and scholarly film criticism. Film history, major genres, the film industry and the global impact of film as both art form and industry will be explored.

ENG 333 British Literature I 3

This course surveys British literature and the wider culture that sustained it from the poetry of the Anglo-Saxons through the writings of the 18th century. Students will read significant texts

from each important period and representative genre, analyze their content, and discuss their potential meanings, in both the context of their historical situation and our own. Students will identify and interpret significant themes, forms and concerns of individual works, specific authors, and genres.

ENG 334 British Literature II 3

This course succeeds English 333 and continues the study of English literature from the Romantic period through the Victorian era to the present. Students will recognize major literary figures and describe intellectual and historical emphases of each period.

ENG 341 World Literature (WI) 3

Selected readings from various periods and world literatures, all in English translation. Students will discuss works comparatively and discern values, patterns of behavior, and uses of language in various texts.

ENG 344 Media Ecology and the Humanities 3

The course introduces students to the critical study of media as environment, with a special emphasis on how culture, religion, the arts, and education systems are affected by media and media change. Course work includes provocative readings from a wide range of disciplines, critical analysis of communication technologies and their impacts, and informed interpretation of literary, expository, and filmic texts.

ENG 349 American Literature I 3

Surveys major American writers through mid-19th century, with emphasis on Emerson, Thoreau, Hawthorne, Melville, and Douglass. Students will identify major historical periods and implications for literary genres and ideas and will discern meaning in major texts.

ENG 350 American Literature II 3

Surveys American literature from Whitman, Dickinson, and Twain through the present. Students will show awareness of cultural diversity in American literature, discern meaning in major texts, and explain accurately the characteristics of genres and literary periods.

ENG 352 Shakespeare 3

This course is designed to teach students to read, analyze, perform, and write about the plays and poems of William Shakespeare. Students explore the life and times of Shakespeare, the literary culture Elizabethan England, and specific works through research, textual study, video, and audio resources. In-class performance of Shakespeare's work emphasize the oral/aural nature of Shakespeare's art--and to supplement the interpretive "close reading" that students will do on their own and in class.

ENG 365 English Novel 3

Detailed reading of several major novels from the 18th century to the present. Students will explore the changing historical contexts, literary conventions, and the conditions of publication and reception for this influential and enduring literary form.

ENG 380 Topics in Literature 1-3

An opportunity for upper division students to study selected topics in literature not offered on a regular basis.

ENG 440, 441, 442 Career Applications in English	2-6	Offers Internship options such as research, case studies, commercial/ professional problem-solving, and, for the student employed full-time, the 2-3 credit hour options of site-based analytical projects. Students will meet professional expectations in the workplace.	environmental conditions, and management strategies for environmental problems.
ENG 497 Independent Study in English	1-3	For advanced students with adequate preparation. Written consent of the head of the division required. Student will develop a plan of study in conjunction with a faculty member and fulfill the expectations established in that plan (e.g., producing a well-research critical study or presenting a portfolio of well-crafted creative writing).	GOV 105 American Government 3 An outline of the structure and process of government at the national level. Upon successful completion of the course, students will demonstrate an understanding of the U.S. Constitution, the federal government and the federal court system, and be able especially to articulate the rights and role of the individual citizen.
ENG 498 Internship in English	6-12	A substantive Internship with emphasis on writing. Students will plan a single Internship that generates the number of credit hours desired (typically six). All planning must be done in consultation with the academic advisor and the Director of Internship. Students will meet professional expectations as determined by the site supervisor and will present a portfolio of work samples and reflections upon the learning experience, demonstrating at a minimum competence in writing, social interaction, and self-understanding.	GOV 110 State and Local Government 3 A survey of the structure and procedure of state and local governments. Upon successful completion of the course, students will demonstrate an understanding of, and be able to evaluate, the relationship between states and the federal government, variations in law-making at the state level, and proposals for reform.
ENG 499 Seminar in English	3	The capstone course for English majors, the senior seminar will offer intensive study of a designated literary period, author, or genre and will provide instruction and practice in writing at an advanced level. Students will lead class sessions, apply specific critical approaches, conduct research, and prepare and defend a scholarly final project.	GOV 180/280/380 Topics in Government 1-3 Specialized courses that provide students with an opportunity to study aspects of government not ordinarily covered in other courses. Students who successfully complete these courses will demonstrate in-depth understanding of the topic through detailed reading and writing assignments and interaction with the instructors.
EVHL 180/280/380 Topics in Environmental Health	1-3	Specialized courses that provide students with an opportunity to study aspects of environmental health not ordinarily covered in other courses. Students who successfully complete these courses will demonstrate in-depth understanding of the topic through detailed reading and writing assignments and interaction with the instructors.	GOV 305 Current Issues in Government 3 This course will explore current topical issues related to Government and the Constitution. This course will examine recent developments associated with the U.S. Constitution, the federal government, and the court system. Students will demonstrate a thorough understanding of the current policy issues facing the government and the implications associated with these current issues on our society and the rights of individual citizens.
EVHL 300 Environmental Chemistry	3	This course will study the chemistry of our environment and the chemistry underlying our modern environmental problems. Discussion will involve the health effects of environmental chemical/toxins and the processes or mechanisms involved. Upon successful completion of this course, students will be able to demonstrate knowledge of environmental chemicals and toxins and their relationship to environmental health. Prerequisites: 8 hours of chemistry	HIST 125 U.S. History Survey, 1607-1877 3 A topic-driven overview of American history from the colonial era through Reconstruction. Areas of inquiry may include European-Native American contact, effects of religious and political ideas, the influence of mercantilism and capitalism on colonial and national growth, aspects of party development, the rise and effects of slavery and sectionalism, national expansion, and issues related to domestic economic development. Upon successful completion of the course, students will be able to define, describe, and explain events broadly related to colonial development, the American Revolution, the Constitution and early national growth, and the Civil War and Reconstruction.
EVHL 330 Environmental Health	4	A lecture, laboratory, field study of the important principles of environmental health. The environmental factors that affect human health and well-being are emphasized. This course provides the basic knowledge and skills necessary to identify, evaluate, and communicate environmental conditions that have an impact on human health and to plan and/or implement strategies to control or manage environmental problems. Upon successful completion of this course, students will be able to describe the principles of environmental health, the impact of	HIST 126 U.S. History Survey, 1877-present 3 Topical survey of American history from the Gilded Age to the present. Upon successful completion of the course, students will be able to define, describe, and explain the rise and effects of big business and industrial capitalism, the outlines of racial segregation and discrimination, the world wars and other military conflicts, economic issues related to the Great Depression and New Deal, and political controversies surrounding the Civil Rights Movement and the Cold War.
			HIST 173 Western Civilization to 1350 3 A survey of the birth and rise western culture and institutions up to the Renaissance. Upon successful completion of the course,

students will be able to define, describe and explain the civilizations of ancient Greece and Rome, describe and offer explanations of the rise of Christianity and the early Church, and summarize the growth of economic, political and social institutions in medieval Europe.

HIST 174 Western Civilization since 1350 3

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

HIST 180/280/380 Topics in History 3

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

Prerequisites: 3.00 GPA and permission of the division chair.

HIST 320 Ante-Bellum America 3

America from around 1820 through 1860. Upon successful completion of the course, students will be able to analyze, evaluate, and discuss issues related to party formation and political development, the market revolution, war and westward expansion, slavery and the Old South, the anti-slavery movement, sectionalism, and the causes of the Civil War.

HIST 497 Independent Study 3

Individual research into a specific area of history, under the supervision of history faculty. Reading and writing assignments are typically in excess of those required for other history courses. Students will successfully complete such courses only if the instructor is satisfied that student work and comprehension is adequate.

Prerequisites: Independent Study is directed toward advanced students, and must be approved by the division chair.

HLTH 200 Substance Abuse 2

The student will learn and understand about the uses and abuses of drugs. They will learn about the physiological and psychological processes involved with drug use and abuse, as well as legal implications.

HLTH 300 Health and Nutrition 3

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

HLTH 344 Community & Consumer Health 3

In this class, the students will learn about the various facets about consumer and community health and their involvement. General topics discuss that will be discussed include (but are not limited to) the following: history; women, infants, and children; adolescents; adults and the elderly; school health; emergency management; and environment. As a consumer, the students

must consider 1) factual, scientifically based information about health goods and services; 2) how to become a better consumer by developing or sharpening their skills such as decision making, values clarification, assertiveness, and bargaining. Specific focus in these areas will include insurance, health care, later life care, health care provider and end of life expenses.

HSEV 180/280/380 Topics in Human Services 3

Selected topics in the behavioral sciences. This course will give the students an opportunity to focus on specific areas of human services that are not covered in depth by other courses. Offerings will depend upon student and faculty interest and faculty availability.

HSEV 498 Internship in Human Services 6-12

The internship allows for practical work experience in human services. Upon successful completion of this internship, students will be able to describe their work experience, connect their work experience to their human services coursework and articulate orally and in writing what they learned in their field placement. Prerequisites: Junior or senior level standing

HUM 101 Freshman Seminar in the Humanities 1

This course for incoming Humanities majors is designed to be taken during the first semester at IW. The class will be in the form of a weekly seminar, in which readings in the humanities (selected by the Humanities faculty) will be discussed and debated. Students will actively prepare for and participate in class discussion and keep a class journal to be submitted for grading at the end of the semester by Humanities faculty.

HUM 498 Internship in the Humanities 6-14

The Humanities internship will be tailored to the student's area of emphasis and 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 Internship.

HUM 499 Senior Capstone in the Humanities 3

A senior capstone project supervised by a member of the Humanities division in the emphasis area of the major or minor. In addition to completing the capstone project, students will meet regularly with other humanities students completing capstone projects to share, explore, respond to, and critique each other's projects. Students will keep a journal about the capstone semester, including responses to the capstone projects of other humanities majors and reflections on the experience, including a new engagement with the fundamental questions and issues introduced in Humanities 101. The course will culminate in a public presentation of the capstone projects to be attended by all humanities faculty as well as students taking majors and minors in the humanities.

IS 100: Introduction to International Studies 3

This is the foundational course for the International Studies program. It will introduce students to concepts of cultural diversity and cultural competency as well as to major international issues that are shaping the world today. The course

will introduce issues such as population and migration, poverty and international development, human rights and international law, terrorism and conflict resolution. Students will consider their place and role in the global community and enhance their understanding of themselves as engaged global citizens who can make a difference in the world.

IS 101 Life and Culture 3

A course that students experience the life of one culture through language, history, everyday life experiences, religion, and field trips.

IS 180/280/380 Topics in International Studies 1-3

Specialized courses that provide students with an opportunity to study aspects of international studies not ordinarily covered in other courses. Students who successfully complete these courses will demonstrate in-depth understanding of the topic through detailed reading and writing assignments and interaction with the instructors.

IS 400 International Studies Capstone 3

This course is designed as a capstone experience that provides students with the opportunity to synthesize what they have learned over the course of their program and hone their research skills by engaging in a semester-long, in-depth guided research project. Students will design a research project, write a research paper, and present their research to their peers and faculty in a formal setting.

MATH 102 Math for Life 3

This course is a review of algebra topics as well as basic statistics and probability concepts that show students how we use mathematics in our daily lives and why this is important, in a clear and accessible way. With straightforward language, detailed examples, and interesting applications, the instructor will ensure that non-majors can relate to the math and understand the mathematical concepts that pervade their lives. This course is required for all students with an ACT math score below 18, prior to taking any other math courses.

MATH 150 Mathematics for Elementary Teachers 3

This course is open only to Elementary Education majors and does not count for Wesleyan Studies credit. Utilizing a problem-solving process, this course focuses on supporting prospective teachers in reexamining and strengthening their mathematical knowledge while making connections to their responsibilities as teachers. Students completing this course will demonstrate an understanding of the following: numbers and operations, algebra/number patterns, geometry, measurement, and data analysis/probability at a level necessary for elementary education instruction. The National Council of Teachers of Mathematics (NCTM) Standards are emphasized.

MATH 171 Elementary Statistics 4

An introduction to probability and statistics. Students satisfactorily completing this course will demonstrate skills in assignment of probability using permutations and combinations, distributions of random variables and statistics, and large sample theory, introduction to estimation and tests of significance. Includes Excel lab.

MATH 201: Pre-Calculus 3

Upon completion of this course students will be able to perform calculations on real numbers, solve and graph exponential and logarithmic functions, use and graph trigonometric and inverse trigonometric functions, use trigonometric identities, and solve trigonometric equations.

This course is highly recommended for students with an ACT math score of 18 or higher and/or high school Calculus, or completion of Math 102: Math for Life.

MATH 231 Calculus I 4

An introduction to calculus. Students satisfactorily completing this course will understand the differentiation and applications of elementary and transcendental functions.

Prerequisites: MATH 201 or equivalent

MUS 100, 200, 300, 400 Music Lab 0-5

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

MUS 101, 102 Chamber Music Ensembles 0-1

Primaes Voces is a highly selective vocal chamber ensemble comprised of students in the IW music program. Members are chosen by audition each academic year from participants in the concert choir. Grounded in literature of the Renaissance, the ensemble performs a wide variety of chamber repertoire including jazz and popular idioms. Because of the size and flexibility of Primaes Voces, the ensemble is frequently called upon to provide music for special events both on and off campus and is often the first voice heard by alumni and constituents of the university.

Chamber Band is a small concert band made up of students who play wind or percussion instruments. Participation is open to all students at IW, regardless of major area of study. The ensemble performs standard concert band literature once a semester. Other small chamber music ensembles, such as percussion ensemble, are formed from this group.

MUS 103, 104 Concert Choir 0-1

The IW Concert Choir maintains its long-standing tradition as the premier touring ensemble at the university. Consisting of approximately thirty-five members, the choir's repertoire is rooted in the sacred literature of the American a cappella tradition but has expanded to include great choral literature from all historical genres and concert styles including major choral orchestral works. Participation is open to all students at IW, regardless of vocation or major study area. The choir performs multiple times each semester on campus and in the Mt. Pleasant community, and tours each spring, either domestically or internationally.

MUS 105, 106 Southeast Iowa Concert Band 0-1

This large concert band is made up of approximately 50 students, faculty, and community members from the region, including area music educators and other accomplished adults. The group performs advanced concert band and wind ensemble literature. Southeast Iowa Band performs one to two concerts

per semester on campus or elsewhere in the region. Student members are chosen by audition or faculty selection.

MUS 107, 108 Jazz Band/Big Band 0-1

The Jazz Band is comprised of the traditional big band instrumentation: trumpets, trombones, saxophones, and rhythm section. Participation is open to all students at IW who play, subject to instrumentation needs, regardless of vocation or major study area. The ensemble performs music in jazz and popular styles once a semester and serves as the core ensemble for an athletic pep band that performs occasionally at football, basketball, and other games. Smaller jazz combos are often formed from members of this ensemble.

MUS 109, 110 Southeast Iowa Symphony Orchestra 0-1

The Southeast Iowa Symphony Orchestra, an affiliate organization of the University, is a semi-professional ensemble composed of musicians from the University, southeastern Iowa, and elsewhere in the region. The orchestra rehearses on the campus and presents a series of classical concerts in the University Chapel and in Ottumwa and Burlington, as well as "Pops" and holiday concerts, and educational concerts for area schools. All qualified University students are encouraged to audition for the orchestra.

MUS 111 Voice Class I, MUS 112 Voice Class II, MUS 113 String Class, MUS 115 Brass Class, MUS 117 Woodwind I, MUS 118 Woodwind II, MUS 119 Percussion Class, MUS 120 Guitar Class, MUS 131 Piano Class I, MUS 132 Piano Class II 1

These courses provide class instruction in the fundamentals of singing or playing the specified instrument(s). Students who successfully complete these courses will be able to sing or play the specified instruments at a rudimentary level. Some courses (113, 115, 117, 118) are particularly geared toward instruction in the techniques of teaching of instrumental music at elementary and secondary levels, including identifying and resolving common problems that beginning and intermediate students encounter.

MUS 121, 122, 221, 222, 321, 322, 421, 422

Private Instruction 0-.5

Individual, specialized instruction in voice, keyboard, woodwind, brass, and percussion instruments; 100-level instruction is for students who are beginning University lessons; 200-level, 300-level and 400-level instruction are for students who are in their second, third or fourth years, respectively, of University instruction. Topics may include fundamentals of playing, artistic interpretation, study and performance of appropriate literature, pedagogy, and other subjects specific to each area.

Students successfully completing four years of such study will be able to demonstrate technical and musical proficiency, namely, good tone quality and intonation, fluid technique and articulation, rhythmic accuracy, musical phrasing and artistic interpretation. Music majors will be able to demonstrate such abilities in a public recital of appropriate literature. They will also know some of the significant works in the literature for their performing medium as well as appropriate pedagogical techniques and materials. Short term outcomes (i.e., for each semester) will be based upon the instructor's determination of each individual student's needs.

Private instruction for zero credit will remain the exception to the rule and allowed only for students registered for more than 18

credit hours per semester (or petitioned through the Academic Standards Committee for overload for credit bearing).

MUS 123 Diction I 1

This course is designed to help students master the basic rules of English, Latin, and Italian lyric diction. Included in this course is the study of anatomy, the concept of listening, literary and conversational texts, the enunciation of the language in speech and song and the International Phonetic Alphabet.

MUS 124 Diction II 1

This course is designed to help students master the basic rules of German and French lyric diction. Included in this course is the study of anatomy, the understanding of the special skills in enunciating and singing, the study of poetry and great singers specializing in these languages.

MUS 141 Music Fundamentals 2

An introductory course covering the basic elements of music including pitch, notation, rhythm, meter, scales, key signatures, modes, intervals and triads. Upon completion of this course, students will be able to describe and identify elements of musical notation, including pitches in multiple clefs, key signatures and modes and rhythm in multiple meters. Students will also be able to identify major, minor and modal scales and intervals and triads within those scales.

MUS 142 Elementary Harmony 2

A continuation of written exercises and keyboard harmony utilizing diatonic triads and seventh chords, nonharmonic tones, and secondary dominants. Analysis and composition of the small musical forms. To be taken with MUS 144. Students successfully completing this course will be able to demonstrate (in notation and, when applicable, at the keyboard) understanding of C clefs, diatonic triads, seventh chords, non-harmonic tones, the medieval modes, secondary dominants and common chord modulation. They will continue to develop the ability to apply the material in practical ways in the performance and teaching of music. They will also become increasingly familiar with music technology applications, particularly FINALE.
Prerequisites: MUS 141

MUS 143 Aural Skills I 1

Singing of diatonic melodies in bass and treble clefs and in major and minor modes. Introduction to alto and tenor clefs. Dictation of rhythm; of intervals and diatonic melodies; and of harmonic progressions utilizing the principal triads. Students successfully completing this course will be able to identify and sing major, natural and melodic minor scales in numbers or solfège ("movable do"), major and minor triads, and all intervals (ascending) within one octave. They will be able to sing, at sight and in numbers/solfège, major and minor diatonic melodies in various keys both stepwise and triadic (outlining tonic and dominant triads) in treble and bass clefs, and read rhythms including the division of the beat in simple and compound meters. They will also be able to notate (from aural examples) such melodies and rhythmic patterns (separately). In addition they will be able to identify root position tonic and dominant triads in chorale settings.

MUS 144 Aural Skills II	1	MUS 244 Aural Skills IV	2
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. Successfully completers of this course will be able to (a) identify and sing (in numbers or solfège, "movable do") the harmonic minor scale, inverted major and minor triads, root position diminished and augmented triads, and all descending intervals within one octave, (b) sing, at sight, major and minor diatonic melodies (in treble, bass, alto, or tenor clefs) containing larger and more numerous leaps than those in MUS 143, as well as notate such melodies from aural examples, (c) read rhythms in simple and compound meters including the subdivision of the beat, and (d) notate (from aural examples) harmonic progressions containing the principal diatonic harmonies, including inversions. Prerequisites: MUS 143, Corequisite: MUS 142		Sight singing of advanced rhythmic patterns in simple and compound meter with major and minor scales, modes, and pentatonic scales. Students successfully completing this course will be able to sing and identify non-chord tones, secondary dominants, Neapolitan sixth chords and other chromatic harmonies. Students will also perform rhythmic and melodic examples at sight and identify diatonic and chromatic chords in 4-part harmony. It is assumed that the sight-singing proficiency will be passed by the end of the semester. Prerequisites: MUS 243	
MUS 180/280/380 Topics	1-3	MUS 304 Jazz Theory and Improvisation	2
An opportunity for students to study selected topics in music not offered on a regular basis (piano pedagogy, church music, composition, and music education materials).		A historical study of twentieth century jazz music in America via scales, chords, and harmonic progressions with an emphasis on performance applications to traditional jazz band instrumentation: sax, trumpet, trombone and rhythm section. Including a study of jazz band chart reading and a basic understanding of keyboard voicings and scoring for combos and big bands. Prerequisites: Music 141-2, 241, (Music theory)	
MUS 225 Survey of Musical Literature	3	MUS 328 Materials of Music	3
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.		A study of counterpoint, form and analysis, contemporary styles and composition. Successfully completers of this course will be able to demonstrate an understanding of the components and procedures of musical structural design, and their significance as tools in enhancing musical understanding. They will be able to analyze compositions with respect to micro- and macro-formal structure, as well as identify contrapuntal techniques when applicable. The student will also be able to analyze structural elements in contemporary works, including tonal and non-tonal systems. They will also continue to develop their abilities to apply music theory in practical ways, including using analysis as an aid in preparing to perform and teach music, and they will become increasingly fluent with music technology applications, in particular, FINALE. Prerequisites: MUS 241 or consent of instructor	
MUS 241 Advanced Harmony: Part Writing and Keyboard	2	MUS 353 History of Music	3
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. Successfully completers of this course will be able to (a) demonstrate (in notation and, when applicable, at the keyboard) understanding of the principles of harmonic sequence, secondary dominant and leading tone chords, modulation, use of seventh (and larger) chords, chromatic harmony (including mode mixture, Neapolitan sixth and augmented sixth chords), and the basic principles of formal structure, (b) continue to develop their abilities of practical music theory application, including analysis as an aid in preparing to perform and teach music, and (c) become increasingly fluent with music technology applications, in particular, FINALE. Prerequisites: MUS 142, Corequisite: MUS 243		A study of the history of music from the early Christian era to 1750, based on stylistic and formal analysis, and performance practices. Students will develop (a) skill in discerning various musical styles from the written score and from listening to recordings, (b) skill in discussing the elements of musical style based on their experiences with the scores and the recordings, (c) their vocabulary to describe the various components of music (melody, rhythm, harmony, texture, instrumentation, orchestration, form, etc.) Students will (a) synthesize an array of skills that have been acquired in their introductory music courses, (b) will make connections between assigned reading, class discussion of style and the assigned listening, (c) through their study of the music from the early Christian era to 1750, learn standard interpretive skills appropriate to the various periods of music history and begin to have an understanding of the aesthetics of western music and (d) develop skill in discerning various musical styles from the written score and from listening to recordings. Prerequisites: Writing Intensive Course: Successful Completion of English 105 and 201 required. Prerequisite: MUS 142 or permission of instructor.	
MUS 243 Aural Skills III	1		
Singing of chromatic and modal melodies. Dictation of superimposed rhythm, unusual and mixed meters; chromatic melodies and harmonic progressions. It is assumed that the sight-singing proficiency will be passed by the end of the semester. Students successfully completing this course will be able to identify and sing modal scales (in solfège, "movable do"), seventh chords (major, minor, diminished and half diminished). They will be able to sing (in solfège), at sight, melodies that modulate, and modal and chromatic melodies, as well as notate such melodies from aural examples. They will also be able to read complex rhythms in simple and compound meters. In addition, they will be able to notate harmonic progressions employing both diatonic and chromatic harmonies. Prerequisites: MUS 144, Corequisite: MUS 241			

MUS 354 History of Music	3	<p>A study of the history of music from 1750 to the present, based on stylistic and formal analysis, as well as performance practices. Students will develop skill in discerning various musical styles from the written score and from listening to recordings. Students will develop skill in discussing the elements of musical style based on their experiences with the scores and the recordings. They will develop their vocabulary to describe the various components of music—melody, rhythm, harmony, texture, instrumentation, orchestration, form, etc.) Students will synthesize an array of skills that have been acquired in their introductory music courses. In this course students will make connections between assigned reading, class discussion of style and the assigned listening. Through their study of the music from 1750 to the present, students will learn standard interpretive skills appropriate to the various periods of music history and begin to have an understanding of the aesthetics of western music. Students will develop skill in discerning various musical styles from the written score and from listening to recordings.</p> <p>Prerequisites: Writing Intensive Course: Successful Completion of English 105 and 201 required. Prerequisite: MUS 142 or permission of instructor.</p>	<p>Experience conducting an instrumental group is provided to become skilled in use of expressive gestures, control of tempo changes and changing meters. Knowledge of common transpositions and score reading are included. Students will demonstrate adequate proficiency conducting instrumental music ensembles through in-class exercises, recorded musical excerpts, leading small ensembles in music lab presentations. Students will demonstrate proficiency conducting music in common and uncommon meter signatures; use gestures to indicate fermatas, rubato phrasing, cuing, dynamics and expression; demonstrate music theory proficiency by analyzing works through score study and preparation; reinforce and demonstrate adequate piano skills (i.e. condensed score reading from the piano, and on-the-spot transpositions).</p>
MUS 355 Elementary Music Methods and Curriculum	2	<p>Techniques for teaching elementary classroom music. Includes techniques in, and experience teaching, reading songs, rote songs, two-part songs, listening lessons, movement activities and creative lessons. Students will develop musical skills and gain knowledge of basic music elements and terminology used in the elementary music classroom; explore and practicing common methods of elementary music instruction (Orff, Kodaly, Dalcroze, Gordon); incorporate rhythm, melody, harmony and movement activities in the elementary school classroom via: developing rhythmic musicianship through the practice and study of rhythm instruments; demonstrate and develop basic harmonic understanding via performing on piano, the autoharp, guitar and/or ukulele; demonstrate proficiency in basic tonal musicianship through singing and the study of melodic instruments including the song flute (recorder) by reading and performing short songs in a variety of keys; practice and demonstrate movement and rhythm via folk dances; demonstrate effective lesson plan writing. Includes thirty (30) hours observation in the schools.</p> <p>Prerequisites: MUS 142 or permission of instructor</p>	<p>MUS 358 Choral Conducting 2</p> <p>Organization and conducting of choral groups. This course is designed to follow Basic Conducting and provide each student with a higher level of ability in all facets of the conducting art. Throughout the semester, students will more thoroughly study gesture, a system of score study (including preparation of scores and written assignments), terms, transpositions, complex meters, communication, and disciplines that will help them prepare to conduct and direct a choral ensemble of his/her own. Students will be evaluated on ability to read and analyze a choral score, research music styles, lead rehearsal, conduct with appropriate gesture, phrasing, musical style and confidence.</p> <p>Prerequisites: MUS 251 or consent of instructor.</p>
MUS 356 Secondary Music Methods and Curriculum	2	<p>Develops a philosophy for teaching music and skills for teaching secondary music including general music, the changing voice, rehearsal techniques, recruiting, evaluation, motivation, public relations, and administrative responsibilities. In Secondary Music Methods students will study and learn skills that will prepare them to be choral music educators primarily at the middle school and high school levels. Concepts and skills covered will include creating a philosophy of choral music education, learning techniques for recruiting and motivating singers, planning and building a choral music program, processing information and managing a choral program, working with adolescent singers, discipline in rehearsal, choosing quality literature, rehearsal and vocal techniques.</p> <p>Prerequisites: MUS 142</p>	<p>MUS 386 Instrumental Methods and Curriculum 2</p> <p>Develops a philosophy and approach to teaching all levels of instrumental music based on music learning sequences for rhythmic and tonal context and performance technique. Includes techniques in and experience performing and teaching brass, percussion, woodwind and string instruments. Also includes observations, marching band techniques, teaching practicum. In conjunction with EDUC 263 Participation and Analysis in the Schools. Students will acquire skills inherent to the art of successful instrumental music teaching in elementary and secondary schools including but not limited to: techniques and methods for teaching woodwind, brass, percussion, and string instruments for beginning through advanced students; demonstrate effective concert band, jazz band, marching band rehearsal techniques; demonstrate proficiency in marching band drill writing using the PYWARE® computer program; demonstrate strategies for recognizing and correcting student performance problems including developing the embouchure, breathing and phrasing, and tone production.</p> <p>Prerequisites: MUS 113, 115, 117, 118, and 119 or consent of the instructor</p>
MUS 357 Instrumental Conducting	2	<p>An intermediate course in polishing of conducting skills with emphasis on study of and application of rehearsal techniques.</p>	<p>MUS 398 Practicum 2-3</p> <p>Often serves as a pre-internship experience or may be an on-campus Internship under the supervision of faculty or staff.</p>
			<p>MUS 440, 441, 442 Career Applications 2-6</p> <p>Internship projects that do not fit a six-credit hour internship.</p>
			<p>MUS 481 Arranging 2</p> <p>Study of principles, practices, and techniques of writing and arranging vocal and instrumental groups. Students will arrange vocal and instrumental music for available performers. Students will develop practical music arranging skills by learning to adapt and create musical scores for specific instrumental and vocal</p>

ensembles. Students will become proficient using the music notation program FINALÉ including developing the following skills: arranging pieces with melodies, chords and lyrics; arranging small ensemble works; ranges, transpositions, timbre qualities and characteristics of woodwind, brass, strings and percussion instruments; arrange works in appropriate styles; develop practical applications of music theory and harmony through mastering a 4-part contemporary voicing method applicable to small groups, jazz bands and/or vocal jazz ensembles; develop advanced music computer skills, importing, exporting, adapting and transcribing MIDI files into FINALE notation.
Prerequisites: MUS 328

MUS 497 Independent Study in Music 1-2

For advanced music students with adequate preparation. Written consent of the head of the program required.

MUS 498 Internship 6-14

The internship allows for a substantive Internship for music students not seeking teaching licensure. Internships will be tailored to the student's particular interest and developing skill. The number of hours involved with a particular internship will determine the number of credit hours to be earned. Normally an internship is completed in the senior year. All plans and decisions will be made in consultation with the student's academic advisor and the Director of Internship.

NUR 175 Clinical Practicum in Nursing for International Students 0

Nursing Internship for International Students is intended to support the student who is not a US citizen and therefore not familiar with the health care system in the United States. By participating at an entry level of the healthcare industry the student will strengthen their English skills and apply foundational skills newly acquired through CNA training and certification.

NUR 180 Academic Success in Nursing 1

Academic Success in Nursing is for the student who is a declared nursing major. This class will offer the support to strengthen the knowledge, skills and attitudes to be successful in the nursing program. The course offers a series of learning modules mean to strengthen students in the areas of reading, mathematics, science and English.

NUR 182 Foundations in Nursing Assisting 3

This 75 hour nurse aide course has been revised to meet the training requirements of The Omnibus Budget Reconciliation Act of 1987 (OBRA) for nursing assistants working in acute, subacute and long term care. Emphasis is on students achieving a basic level of knowledge and demonstrating skills to provide safe, effective client care. Participants who successfully complete the course will be eligible to take the written and skills competency tests for certification as a nursing assistant in the State of Iowa.

NUR 184 Integration: Human Diseases and Disorders 3

The study of human diseases utilizes an integrated approach, which guides the student in his/her study and learning of human physiology. The course will integrate human learning and the development of strong study habits to promote academic success. The successful student will acquire an understanding of the relationships between anatomical structures and their

physiological functions in the human body. Students will critically think about how normal processes promote homeostasis within the body. Additionally, students will be able to analyze the characteristics associated with the disease processes when pathological changes occur. Prerequisites: Recorded C+ or below in NUR 213 and by permission of the instructor

NUR 200 Introduction to Health Care Terminology 3

Introduction to Health Care Terminology focuses on key concepts of terminology used in health care. The student who successfully completes the course will be able to demonstrate the use of health care terminology and discuss the relationship between nursing, medicine and allied health fields and standardized health care terminology. This course is open to both nursing and non-nursing majors and will benefit the student pursuing a health career.

NUR 205 Fundamentals of Nursing I 4

Fundamentals of Nursing I is a course focusing on key concepts of baccalaureate nursing education. The student who successfully completes this course will be able to describe the impact of the health delivery systems on nursing functions, identify family-based and community-based nursing practice and describe how critical thinking skills contribute to the leadership role of the nurse. Students will be able to identify the use of ethical, legal, spiritual and cultural values in professional relationships. Prerequisites: ENG 109, BIO 241, BIO 242, CHEM 175, NUR 180, NUR 200 and CNA certification.

NUR 206 Fundamentals of Nursing II 6

Introduction to Nursing Practice presents the student to professional nursing as a science, a practice, and a process. The course presents an overview of the interrelationships of nursing, person, health, and environment. Emphasis is on nursing practice that provides for health promotion and assistance to adult clients to obtain their optimal level of functioning. Students successfully completing this course will be able to demonstrate the skills of critical thinking, nursing process, therapeutic communication and physical assessment as they apply to professional nursing practice. Prerequisites: NUR 205, NUR 208, NUR 213

NUR 208 Physical Assessment 3

Introduction to Physical Assessment focuses on physical and psychosocial health across the lifespan. The student who successfully completes the course will be able to demonstrate physical assessment techniques, interviewing skills and health risks assessment and utilize health care terminology as it relates to physical assessment. Prerequisites: ENG 109, BIO 241, BIO 242, CHEM 175, NUR 180, NUR 200 and CNA certification.

NUR 213 Basic Concepts of Pathophysiology 4

Basic Concepts of Pathophysiology examines pathophysiological and psychological aspects of alterations in major body systems. Emphasis is on holistic nature of human responses to health alterations. Understanding disease processes promotes better decision making in assessing, planning, and implementing care of clients and is essential for professional nursing practice. The student who successfully completes this course will understand the holistic approach of human responses to health alterations of the major body systems. Prerequisites: ENG 109, BIO 241, BIO 242, CHEM 175, NUR 180, NUR 200 and CNA certification.

NUR 214 Basic Concepts of Pharmacology	3	NUR 405 Nursing Care in the Community	4
Basic concepts of pharmacology is a survey of medications typically used in the diagnosis, treatment, and prevention of disease. Consideration is given to indications for use, administration, absorption, action, metabolism, and excretion of drugs. Students will be able to apply the nursing process to the role the nurse takes in the administration, evaluation, and education in pharmacology. Prerequisites: NUR 205, NUR 208, NUR 213		Nursing Care in the Community focuses on professional nursing practice that assists the community as a client. Content includes concepts of environmental health, epidemiology and care of the community. The student will understand community as a client is defined as an individual, family, aggregate, or group. The student will be able to integrate critical thinking, the nursing process, research and holistic care as it pertains to the community. Prerequisites: NUR 306 and NUR 310 or Completion of an ADN or Diploma nursing program and RN licensure	
NUR 301 Bridge to Professional Nursing	4	NUR 407 Nursing Care of Adults III	5
Bridge to Professional Nursing is designed as a transition to baccalaureate nursing education. The student who successfully completes this course will be able to integrate the concepts of nursing, person, health, and environment into professional nursing practice. Prerequisites: Completion of an ADN or Diploma nursing program and RN licensure.		In Nursing Care of Adults III, students will be engaged in learning how individuals adapt to changes in health status when at risk due to development and environmental stressors. The student who successfully completes this course will be prepared for professional nursing practice as it relates to acute alterations in oxygenation, hematology, cardiac perfusion, and urinary function. Prerequisites: NUR 306 and NUR 310	
NUR 305 Nursing Care of Adults I	5	NUR 408 Nursing Care of Adults IV	6
Nursing Care of Adults I focuses on professional nursing practices that assist clients to attain an optimal level of health by responding to their needs. The student will be able to identify factors that promote the client's ability to perform self-care activities including basic human needs, individual client development and the environment and correlate nursing diagnoses, interventions and outcomes when caring for adult client experiencing changes in their health status. Students will be able to analyze situations in which ethical, legal, spiritual and cultural values are integrated into professional nursing practice. Prerequisites: NUR 206, NUR 214		In Nursing Care of Adults IV, students will be engaged in learning how individuals adapt to changes in health status when at risk due to development and environmental stressors. The student who successfully completes this course will be prepared for professional nursing practice as it relates to acute alterations in elimination, digestion, metabolism, reproduction, mobility, and sensation. Prerequisites: NUR 405, NUR 407 and NUR 413	
NUR 306 Nursing Care of Mental Health Clients	5	NUR 410 Nursing Leadership and Management	3
Nursing Care of Mental Health Clients focuses on professional nursing practice that assists the client and family who are experiencing conditions of altered stability and emotional disorders. The student who successfully completes this course will be able to integrate critical thinking, the nursing process, research and holistic practices as it pertains to care of clients with mental health disorders. Content includes specific client responses to developmental issues and disorders of eating, mood, thought, behavior, and substance abuse. Prerequisites: NUR 305 and NUR 309		Nursing Leadership and Management focuses on the study of nursing organizational, leadership and management theories and their supporting concepts as they relate to professional nursing. The student will be able to integrate critical thinking, decision-making, delegation, communication, power and conflict resolution as it contributes to the leadership role of the professional nurse. Prerequisites: NUR 405, NUR 407 and NUR 413 or Completion of an ADN or Diploma nursing program and RN licensure	
NUR 309 Nursing Care of Childbearing Families and Children	5	NUR 411 Nursing Internship	2
Nursing care of childbearing families focuses on nursing students learning how to practice the art of nursing for women and children from birth through adolescence. The student who successfully completes this course will be able to demonstrate critical thinking skills, integrate the nursing process into practice, utilize up to date research, and practice the art of holistic care. Content includes support and education of the healthy child and family experiencing illness, and knowledge of child development. Prerequisites: NUR 206 and NUR 214		Nursing Internship is an independent internship occurring in a variety of health care settings to facilitate role transition from student to professional nurse and lifelong learning. Students who successfully complete this course will be able to apply knowledge gained from previous course work and demonstrate the ability to design, provide, manage, and coordinate care. Prerequisites: NUR 405, NUR 407 and NUR 413	
NUR 310 Nursing Care of Adults II	5	NUR 413 Nursing Research	3
In Nursing Care of Adults II, students will be engaged in learning how individuals adapt to changes in health status when at risk due to developmental and environmental stressors. The student who successfully completes this course will be prepared for professional nursing practice as it relates to acute alterations in oxygenation. Prerequisites: NUR 305 and NUR 309		Nursing Research is an introduction to the concepts and process of research and Evidence-Based Practice (EBP) in nursing. The focus is on understanding research and its foundation for nursing practice. As a consumer of research, the student will be able to understand the various types of research, and which type is used for exploring different phenomena. The student will also be exposed to evidence based practice, and it's importance in healthcare. Prerequisites: NUR 306 and NUR 310, or completion of an ADN or diploma nursing program and RN licensure and math 171. Writing intensive course.	

NUR 423 Advanced Pathophysiology	4		
Advanced Concepts of Pathophysiology examines pathophysiological and psychological aspects of alterations in major body systems. Emphasis is on the holistic nature of human responses to health alterations. Understanding disease processes promotes better decision making in assessing, planning, and implementing care of clients and is essential for professional nursing practice.			
Prerequisites: Completion of an ADN or Diploma and RN licensure			
NUR 424 Nursing Capstone	3		
Nursing Capstone is the culmination of the RN to BSN student's demonstration of their knowledge, skills and attitudes with regard to the implementation of a quality improvement project.			
Prerequisites: Completion of all RN-BSN courses			
PE 107 Dance and Movement	3		
Survey of dance and dance history with emphasis on the relationship of dance and dance forms to the societies in which they developed. Development of knowledge and skill in folk and square dances, American country dances and ballroom dancing, cultural influences of folk arts. Participation in a variety of dances for school and adult recreation and lecture.			
PE 109 Functional Fitness & Personal Wellness	2		
The purpose of this class is to integrate principles of Personal Wellness into the Functional Movement Screen system (FMS) on an introductory level. Individuals will gain understanding of how concepts of Personal Wellness and the FMS system work together to promote overall health, injury prevention strategies, corrective exercise strategies and balanced wellness practices to help enhance personal fitness and health for a lifetime. This class is designed to provide basic knowledge, experience, practice and application of the FMS through in-class and experiential learning projects. The course will provide students with workplace-ready skills and resources in physical education, exercise science, sports medicine and personal health and wellness.			
PE 122 Fall Yoga/PE 123 Spring Yoga	0-1		
This course is designed to introduce students to the basic asana (postures), breathing techniques and relaxation benefits of yoga. Students will learn via experience how intentional movement, coupled with breath work, can assist in stress-reduction, deeper relaxation and mental clarity.			
PE 125 Introduction to Exercise Science and Wellness	3		
The student will learn of the history, evolution and diversity of career opportunities in exercise science and wellness. This course will provide students with opportunities to discover and reflect on a broad field that includes aspiring vocations in sport, fitness, physical activity sciences as well as career areas in the profession (teaching), the discipline (scholarly), and the rapidly growing new professions (applied careers such as sport management). Students will understand what is involved in techniques of teaching exercise science and wellness, modern trends, and job market possibilities.			
PE 141 Athletic Coaching: Football	1		
Students will learn about various topics related to the sport. Topics include, yet are not limited to: theory, association rules, fundamentals, conditioning, coaching techniques, systems of play, practice setup, and development of a program to include event preparation.			
PE 142 Athletic Coaching: Volleyball	1		
Students will learn about various topics related to the sport. Topics include, yet are not limited to: theory, association rules, fundamentals, conditioning, coaching techniques, systems of play, practice setup, and development of a program to include event preparation.			
PE 144 Athletic Coaching: Soccer	1		
Students will learn about various topics related to the sport. Topics include, yet are not limited to: theory, association rules, fundamentals, conditioning, coaching techniques, systems of play, practice setup, and development of a program to include event preparation.			
PE 147 Athletic Coaching: Basketball	1		
Students will learn about various topics related to the sport. Topics include, yet are not limited to: theory, association rules, fundamentals, conditioning, coaching techniques, systems of play, practice setup, and development of a program to include event preparation.			
PE 148 Athletic Coaching: Baseball/Softball	1		
Students will learn about various topics related to the sport. Topics include, yet are not limited to: theory, association rules, fundamentals, conditioning, coaching techniques, systems of play, practice setup, and development of a program to include event preparation.			
PE 212 Coaching Authorization	4		
This course meets the State of Iowa's criteria to receive one's coaching authorization. In this course the students will complete 10 contact hours of Theory of Coaching, five contact hours of Coaching Ethics, 10 contact hours of Anatomy and Function, 10 contact hours in Physical and Mental Development, and 20 contact hours in Prevention, Care and Treatment of Athletic Injuries. The student will receive the appropriate forms to submit to the State at the completion of this class.			
PE 221 Team Sports	3		
The students will learn the skills, rules and teaching techniques involved in Team Sports. They will understand how individuals learn and be able to communicate these skills as they teach each other and outside groups from the community.			
PE 223 Individual Sports	3		
The students will learn the skills, rules and teaching techniques involved in activities considered to be of an individual nature. They will understand how individuals learn and be able to communicate these skills as they teach each other and outside groups from the community.			
PE 225 Introduction to Physical Education	3		
The student will learn of the history of human movement, respective evolution of trends, and the influence towards lifestyle wellness including occupational opportunities in the greater world of physical education, exercise science, health, wellness and fitness. Students will understand what is involved in the techniques of teaching individuals and groups.			

PE 231 First Aid	1	PE 398 Practicum in Exercise Science	3
This is a basic first aid course. The students will learn how to treat various health problems including wound care through this course.		Students will apply what they have learned in various courses to making plans and leading others in exercise programs. This allows the student in Exercise Science to have some practical experience.	
PE 250 Motor Learning	2	PE 482 Prevention, Care and Treatment of Athletic Injuries	3
This course is designed to introduce the student to major concepts within motor control and motor learning across the human lifespan. Both neural and behavioral levels of analyses will be discussed. The course content is relevant to those who wish to better understand how we control our movements and for those who will be engaged in teaching motor skills, be that as an educator, therapist, trainer, or clinician.		Students will learn about the basics of prevention of injuries, the type of injuries and how to care for and treat them. Students will learn basic anatomy as it applies to athletic injuries. They will understand the knowledge of learning anatomy and how it applies to understanding injury and injury prevention.	
PE 260 Scientific Aspects of Strength Development	2	PE 484 Physiology of Exercise	4
This course is designed to explore the nature of muscular strength and development utilizing the physiological principles of physical conditioning. This course provides the background for the students to successfully complete the Certified Strength and Conditioning; and Certified Personal Trainer exam offered by the National Strength and Conditioning Association. It provides students with practical experience at program design for a variety of populations.		The student will learn, understand and apply the knowledge how exercise affects the physiology of the human body. They will learn how nutrition, exercise and rest affects the human body before, during and after exercise. This will lead to an understanding of physical conditioning and weight control during exercise.	
PE 341 Movement Exploration and Adapted Physical Education	3	PE 493 Organization, Administration and Curriculum Development of Secondary Physical Education and Athletics	3
The students will look at and discuss the topics of developmental, remedial, and corrective programs for physical education. Students will also learn and understand the subject of motor learning or achievement exploration as related to children and youth.		The students will learn and discuss the philosophy, aim and national standards of physical education in developing programs in curricula in secondary physical education. This course is designed so the students will become familiar with and be able to use the standards and policies involved in organization, management, curriculum and supervision of the secondary physical education program (5-12) and athletics.	
PE 352 Kinesiology	3	PE 498 Internship in Exercise Science and Wellness	6
The students will learn, through a detailed study, about the muscle and articulations of the human body. They will learn and understand the movements and actions of the muscles and articulations in relation to good posture and proper application of skills. Prerequisites: BIO 241, ENG 109 and 110		This is where the students get to use the knowledge and skills they have learned and developed through the course work of their major. It is used as practical experience in the "real world." It is also used to discover potential career opportunities for the student in Exercise Science and Wellness.	
PE 356 Principles, Assessment and Research in Physical Education	3	PHIL 130 Critical Reasoning	3
Students will be able to define physical education and its philosophy and the criteria of related sciences in dictating guiding principles for a program of physical education. They will learn and perform fitness evaluation, select appropriate assessment tools for the clientele or PE classroom, and design training programs for individuals or classes. They will read and evaluate research as consumers and learn to read research critically. The students will also learn and discuss techniques of evaluation related to achievement of students from grades 5-12.		This course focuses on the various skills required for reasoning well, because reasoning poorly can undermine one's life. The skills required for reasoning well include logic, careful attention to language, a sense of relevance, clarity of expression, discrimination among causes, listening, analysis of complex ideas, and self-examination. Students will examine a wide variety of case studies, arguments, issues, and theories in order to develop the critical skills outlined above. In order to develop their own intellectual and rhetorical skills, students will offer their own arguments, engage in debates, and construct their own philosophy of critical thinking.	
PE 381 Fitness Evaluation and Training	3	PHIL 201 Introduction to Philosophy	3
Exercise Science and Wellness students will learn to perform field tests while practicing on classmates and community populations, serving as tester, assistant and subject. They will compare results to the norms and create an exercise prescription and program based on the data. They will learn to use basic technology in the gathering of data and be better served for entry into the fields of cardiovascular training, manipulation of body composition and strength program design.		An introduction to the ways in which humanity makes sense of life, and the ways in which this is done. The nature of philosophy or self-conscious thinking is explored. Evaluation is given to competing positions with a view to developing an adequate philosophy of life. Successful students will: demonstrate general critical thinking/ reading skills; engage in reasoned discussion of issues/topics with respect for other points of view; apply civic values to contemporary issues and problems; develop a practical model for learning at the University level. Prerequisite: ENG 109 and ENG 110	

PHIL 215 Ethics for Life and Career	3	PSYC 101 Careers in Psychology	1
This course explores the ethical dimensions of human experience, especially with respect to work, professions, careers, and vocations. What is demanded of us as we enter into various careers? What would excellence in these fields require? Are there basic rules governing each profession, and if so, what broader goals do these rules serve? Are there basic rules or principles guiding human life in general? In all of these spheres of life, what does it mean to be good? Prerequisite: ENG 109 and ENG 110		This course will introduce you to the field of Psychology and to the department of Psychology at Iowa Wesleyan University. This course will primarily discuss the many areas of psychology, career paths for psychology students (including graduate school) and opportunities for increasing the likelihood of success after graduation. Students will also learn the skills and experiences needed to achieve these career goals.	
PHIL 306 Philosophy of Religion	3	PSYC 131 General Psychology	3
This course explores issues that arise when human beings reflect on religious experience. Given religious experience, what does it mean? What is its status in relation to other aspects of life, and what are its basic elements and foundations? And what is religious experience really about—God, human needs, social habits, spirituality, all of the above? Students will: explore a wide range of views, assessing their various strengths and weaknesses; demonstrate development of general critical thinking/reading skills; examine the roles that religious values play in human life; examine the ways religious ideas address the concerns of human life and; and develop skills for communicating their basic values and views to others.		This course provides a broad overview of the science of psychology including its main sub-disciplines, such as abnormal psychology, motivation, personality, memory, learning, emotions, therapy and biopsychology. By completing this course, students should be able to demonstrate an increased understanding of themselves and others, show appreciation for the nature and range of the science of psychology, identify the career possibilities that are available in the field of psychology and show themselves proficient in the scientific methods employed in psychological research.	
PHIL 380 Topics in Philosophy	3	PSYC 180/280/380 Topics in Behavioral Sciences	3
Courses providing students with an opportunity to study ideas, movements and institutions in philosophy not ordinarily covered extensively in other courses. Possible topics include: Psychology of Religion, Philosophy of History, and Aesthetics.		Selected topics in the behavioral sciences. This course will give the students an opportunity to focus on specific areas of psychology that are not covered in depth by other courses. Offerings will depend upon student and faculty interest and faculty availability. Possible topics include: Attitude and Attitude Change, Relationships, Group-based behavior, and Prosocial Behavior. Prerequisites: PSYC 131	
PHYS 210 General Physics I	4	PSYC 205 The Family (Cross listed as SOC 205 The Family)	3
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.		PSYC 209 Social Psychology	3
PHYS 211 Basic Electronics	1	The purpose of this course is to introduce the field of social psychology. There are three major sub-goals: (1) To introduce the ways in which social psychologists think about and approach the world. One of the recurring themes will be that social psychology relies on experimental studies of the social processes that surround us in everyday life. The results of such experiments sometimes do, and sometimes do not, support intuitions that people might have about social behavior. (2) To introduce the body of knowledge and underlying principles that currently exist in the field. (3) To encourage thought about the implications of social-psychological research for daily life. Prerequisites: SOC 100 or PSYC 131	
Upon completion of this course students will be able to describe in detail the use of electrical currents using modern applications. Both soft and hard circuits will be studied as well as basic programming and computer skills. Laboratories will be incorporated with course work to provide hands on demonstrations of all concepts.		PSYC 240 Theories of Personality	3
This course should be taken concurrently or after completion of PHYS 210		This course focuses on the principles and theories of normal personality development and adjustment, with emphasis on stress, coping skills and communication. By completing this course, students should be able to explain how to cope with common problems encountered at each stage of the adult life-cycle, demonstrate an awareness of how to derive greater fulfillment from his/her relationships with others, show improved communication skills by learning the basic ways people communicate, and identify his/her own needs and motives, and analyze how these impact on our relationships by discussing the role of childhood experiences, physical constitution, and the environment in forming our needs and motives. Prerequisites: PSYC 131	
PHYS 180/280/380 Topics in Physics	1-3		
Specialized courses that provide students with an opportunity to study aspects of physics not ordinarily covered in other courses. Students who successfully complete these courses will demonstrate in-depth understanding of the topic through detailed reading and writing assignments and interaction with the instructors.			
PHYS 220 General Physics II	4		
A second 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, sound, electricity and magnetism, electromagnetic phenomena, light etc. Knowledge of algebra and trigonometry is assumed.			

PSYC 251 Developmental Psychology	3	PSYC 336 Motivation and Emotion	3
<p>This course considers the development of an individual from conception through adolescence. By completing this course, students should be able to describe their own childhood and explain the influence it has had on shaping their adult personality, identify the main content areas in the study of human development and describe and critique the impact of governmental policies on children so as to become informed participants in shaping public policy.</p>		<p>The purpose of this course is to help students learn ways of thinking usefully and critically (i.e., carefully) about human behavior, through understanding motivation and emotion. Understanding motivation and emotion can aid one in thinking usefully and critically about human behavior - something useful not only in psychology and human services professions, but in many areas of human life. Students will be able to describe, discuss, implement, and appraise the major theories of motivation. In addition, students will be able to identify the major causal indicators known to affect emotion/mood. Prerequisites: PSYC 131</p>	
PSYC 271 Statistics for the Behavioral Sciences	3	PSYC 347 Research Methods in Psychology	3
<p>Students will be introduced to statistical techniques used to conduct behavioral science research. Methods are presented which make possible inferences about a population from knowledge of small samples. Methods of measurement and techniques available to summarize sets of data will be discussed. The course will stress an understanding of conceptual issues involved in the selection of statistical methods rather than memorization of formulas.</p>		<p>This course teaches the basic principles and practices of the scientific method as applied to the behavioral sciences. By completing this course, students will be able to conduct a research project through all of its stages, including research design, implementation, analysis of results, and draft of a research paper. Students should also demonstrate proficiency in the broad research skills necessary for creating and testing hypotheses and in the evaluation of research in business, economics, psychology, sociology, criminal justice, education and biology.</p>	
PSYC 310 Introduction to Forensic Psychology	3	PSYC 361 Abnormal Psychology	3
<p>This course is a critical examination of the relationships between psychological research, practice, and theory and the law and legal system. Topics that may be considered include standards and assessments of legal competencies, mental state defenses, civil commitment, violence risk assessments, eyewitness identifications, (false) confessions, deception detection, jury behavior, child custody disputes, the roles of psychologists in the courtroom, and ethical issues in psychology and the law. By completing this course, the student will be able to demonstrate the understanding of how psychology and law combine and answer psycho-legal questions as well as apply the appropriate ethical code and guidelines within forensic psychology. Prerequisites: PSYC 131; recommended prerequisite: PSYC 361 or PSYC 324 and CJ 231</p>		<p>This course surveys a range of major pathological behavioral patterns identified by the DSM-IV-TR and discusses the theories and diagnoses of these patterns. By completing this course, students will be able to differentiate the major models of abnormal behavior and their implied methods of intervention, identify the basic types of mental disorders, and explain the major issues confronted in abnormal psychology. Prerequisites: PSYC 131 or PSYC 251</p>	
PSYC 324 Child Psychopathology	3	PSYC 365 Psychology of Addiction	3
<p>The purpose of this course is to help students understand the continuum of normal and abnormal human development. The course approaches the topic by combining developmental and abnormal psychology perspectives. Students will be able to describe, discuss, implement, and appraise the major theories of the causes and treatment of developmental psychopathology. They will gain knowledge of the process of evaluation, diagnosis, and treatment of childhood disorders. In addition, students will gain an understanding of the influence of biological, cultural, and familial contexts on human development. Prerequisites: PSYC 131 or PSYC 251</p>		<p>This is a multidimensional course that focuses on the psychological, biological, social and family system variables found within addiction. By completing this course, students should be able to describe and discuss the facts and concepts of addiction, identify the functions, meanings, models and at-risk factors of addiction, recognize and describe the effects of family dynamics in the arena of dependency, and describe interactions within interventions and treatments of addiction.</p>	
PSYC 326 Introduction to Counseling	3	PSYC 366 Death and Dying	3
<p>This course covers the basic principles and techniques of counseling. By completing this course, students will be able to articulate the major approaches to counseling (e.g., action-oriented therapies, experiential/emotive-oriented therapies, cognitive-behavioral therapies, group approaches, and systems approaches), demonstrate specific skills commonly used in counseling, understand common issues typically faced by counselors, appreciate the mechanics of the healing process, and understand career possibilities in the field of counseling. Prerequisites: PSYC 324 or PSYC 361 (or permission of instructor)</p>		<p>This course is designed to provide an opportunity to explore and examine a multitude of concepts involved with death and dying. Theoretical and philosophical considerations will be addressed, as well as moral, ethical and religious aspects that surround the subject of death. By completing this course, students will be able to describe and discuss the historical and contemporary implications and aspects of death and dying, identify basic legal and moral considerations related to death, recognize values in relationship to death, dying and life, and identify the characteristics associated with grief, as well as the methods in which to assist the bereaved.</p>	
		PSYC 367 Cognitive Psychology	3
		<p>This course provides an in-depth exploration of human cognition, focusing on both classic and current issues. The study of cognition relies heavily on experimental research designed to test models and theories of cognitive processes, and students will explore</p>	

both behavioral and neuropsychological approaches to data and theory. Topics will include attention, perception, multiple memory systems, encoding and retrieval processes, the role of knowledge, language, and reasoning.
Prerequisites: PSYC 131

PSYC 372 Positive Psychology 3

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

PSYC 374 Psychology of Gender 3

This course introduces students to psychological theories and research exploring issues relevant to gender, including gender development and construction, gender stereotypes, gender discrimination, sexuality, and relationships. This course provides an overview of gender similarities and differences across a range of important life domains. Students learn to recognize the impact of gender in everyday life, as well as its role in society. Students are challenged to explore the complexity of gender.

PSYC 377 History and Systems of Psychology 3

This course serves as the capstone course for the major. In it, students study the historical development of the discipline of psychology as well as contemporary systems and issues. By completing this course, students should be able to explain how the historical development of the field of psychology has led to its current state and the probable future directions of the field. The student will also be able to identify current issues in the field of psychology and key philosophical questions, such as free will versus determinism; materialism versus supernaturalism; the descriptive versus prescriptive approach; the relationship between subjectivity and objectivity; and the nature of the self/consciousness.

Prerequisites: PSYC 131 and Junior or Senior-level standing

PSYC 382 Biopsychology 3

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. By completing this course, students will be able to identify the major centers of the brain and basic mechanics of brain functioning, explain the complexity of the memory process and how the mind and body affect each other, and summarize the dominant biological processes that interact with the mind to influence perception, emotion, and behavior.

Prerequisites: PSYC 131; also recommended prerequisite: BIO 211 or BIO 241 or CHEM 175

PSYC 440, 441, 442 Career Applications in Psychology 2-6

Permits practical work experience in psychology for students who are unable to complete six hours of internship in a single semester due to class schedule or course load. The number of hours needed to complete credit hours in Career Applications will be the same as those required to complete internship credit hours. The difference is that Career Applications will spread the work over more weeks. Students successfully completing the course will demonstrate ability to apply psychology coursework to their work experience.

Prerequisites: Junior or senior standing and unanimous approval of the Science Division

PSYC 497 Independent Study in Psychology 1-3

This course enables students who are self-motivated to explore in depth a specific and otherwise uncovered topic of interest to them. Students will participate in periodic conferences and submit reports and papers. Successful completers will be able to demonstrate proficiency in their chosen topic of study.

Prerequisites: Junior or senior standing, Consent of instructor required

PSYC 498 Internship in Psychology 6-12

The internship allows for practical work experience in psychology. Upon successful completion of this internship, students will be able to describe their work experience, connect their work experience to their psychology coursework and articulate orally and in writing what they learned in their field placement.

Prerequisites: Junior or senior standing

PSYC 499 Psychology Senior Seminar 2

This course is designed as a capstone experience, which means that its purpose is to both unify and provide a broader context for knowledge about the field of psychology gained throughout the undergraduate years. Part of this process is exploring connections between both (1) oneself and the field of psychology and (2) the rest of the world and psychology. Students will achieve these goals by completing a senior research thesis, and connecting prior course work with their Internship through discussion with their peers.

Prerequisites: Senior standing and PSYC 271 and PSYC 347

REL 101 Introduction to the Bible as Literature 3

An overview of the sacred texts of Jews and Christians. Inspiration, Creation, Salvation, and other biblical themes will be discussed, as well as key persons and events, such as Moses, Jesus. Includes analyzing the literary genres used by biblical writers as a means of gaining insight into the kind of "truth" religious texts claim, and the relation of that truth to historical and scientific data. A third emphasis will be on the way biblical ideas have been appropriated in modern culture (e.g. in religion, art and politics). Successful completers of this course will be able to: summarize the storyline of the Bible, identify main characters, explain important developments in the biblical portrayal of God and salvation, compare biblical literature with corresponding works from ancient history, and summarize and critique the way the Bible is used in the modern world.

REL 150 Introduction to World Religions 3

An overview of the world's major religious traditions, including the Eastern traditions of Hinduism, Jainism, Buddhism, Taoism, Confucianism, and the Western traditions of Judaism, Christianity, and Islam. Students will think empathetically and critically about religious claims, compare and critique major beliefs and practices of the religions studied, and reflect on the significance of religion in contemporary life.

REL 201 Introduction to the Hebrew Bible 3

A study of Old Testament belief, literature, history and thought. The development of key personalities and religious themes and their influence in world culture are considered. Completion of this course will enable students to describe the content of the Old

Testament literature and especially the changes in the conception of God as the Old Testament story progresses. They will also be able to explain the significance of the major events and non-biblical religions of the period for biblical religion, as well as demonstrate proficiency in the use of some of the critical tools used to place the Old Testament into its literary, cultural, historical and religious context.

REL 202 Introduction to the New Testament 3

A study of the beliefs, literature, history and thought of the New Testament. Attention is given to the ministry of Jesus and the development of the Christian community, as well as to the influence of the New Testament in world culture. Completion of this course will enable students to describe the content and forms of New Testament Literature, outline the history of the Greco-Roman world during the 1st and 2nd Centuries CE, identify the main features of Greco-Roman religion and Judaism during this period, use some of the critical tools available to place the New Testament writings in their historical context, and clarify some of the main ways the New Testament influences modern life.

REL 265 War and Peace 3

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

REL 300 Religion in Western Civilization 3

Presents an historical survey of religious practices, beliefs, and narratives in western civilization. Examines the major ways in which Judaism, Christianity, and Islam have responded to important historical crises, with special focus on how sacred stories have shaped these responses. As a result of this course, students will be able to identify the characteristics that all world religions share, explain the impact of social and scientific developments on the study of religion, compare and critique the major practices and beliefs of the Judaism, Christianity and Islam, and trace the historical development of each.

REL 302 Church History 3

Survey of the development of Christianity from a small Jewish sect on the frontier of the Roman Empire to the world's largest religion. Emphasis is on the major events, people and ideas that shaped Christianity's past and provide models for its future. As a result of this course, students will be able to identify some of the most important events and personalities in Church History, explain their significance for modern Christianity and offer an evaluation of modern church experience and practice in light of this history.

REL 303 Contemporary Theology 3

This course introduces key Christian theologians and concepts from the contemporary period with a focus on the constructive task of articulating one's own theology and considering the impact of theology on how one lives and thinks about his/her place in the world. After becoming familiar with a number of contemporary Christian thinkers, students will consider the application of theological concepts to current issues of social

justice including economic, racial, and gender issues (liberation theology) and to creation care (ecothology).

REL 306 Philosophy of Religion 3

This course explores issues that arise when human beings reflect on religious experience. Given religious experience, what does it mean? What is its status in relation to other aspects of life, and what are its basic elements and foundations? And what is religious experience really about—God, human needs, social habits, spirituality, all of the above? Students will: explore a wide range of views, assessing their various strengths and weaknesses; demonstrate development of general critical thinking/reading skills; examine the roles that religious values play in human life; examine the ways religious ideas address the concerns of human life and; and develop skills for communicating their basic values and views to others.

REL 380 Topics in Religion 3

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

REL 440, 441, 442 Career Applications 2-6

This course permits practical work experience in religion for students who are unable to complete six hours of internship in a single semester due to class schedule or course load. The number of hours needed to complete credit hours in Career Applications will be the same as those required to complete internship credit hours. The difference is that Career applications will spread the work over more weeks.

Prerequisites: Junior or senior standing and unanimous approval of the Science Division.

REL 497 Independent Study in Religion 1-3

This course is designed for advanced students who wish to research and write a paper on a specific topic or do a special project in religion.

Prerequisites: Advanced standing, a written project proposal, and permission of instructor.

REL 498 Internship in Religion 6

The internship allows for practical work experience in religion.

REL 499 Senior Seminar in Religion 3

This course is a capstone experience that provides students with the opportunity to synthesize what they have learned over the course of their program and hone their research and/or exegetical skills by engaging in a semester-long, in-depth guided research project. Students will design a research project, write a research paper, and present their research to their peers and faculty in a formal setting.

SCI 180/280/380 Topics in Science 1-3

Specialized courses that provide students with an opportunity to study aspects of physical science not ordinarily covered in other courses. Students who successfully complete these courses will demonstrate in-depth understanding of the topic through detailed reading and writing assignments and interaction with the instructors.

SCI 205 Elementary Astronomy	3	community organization and volunteer their services for course credit. Prerequisites: SM 101
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.		
SCI 206 Physical Science	4	SM 223 Sport Marketing and Sales 3
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.		This course will discuss sports promotion in the sport industry. This course will look into the importance of sport marketing in athletic programs with a strong emphasis placed on strategic planning, promotions and sales. Upon successful completion of this course, students will be able to describe basic principles of sport marketing, the contents of a marketing plan, and explain the importance of customer service and satisfaction to a sport enterprise. This course may be classified as service learning, in which students may need to dedicate a significant amount of time to partner with a community organization and volunteer their services for course credit. Prerequisites: SM 101
SCI 341 Principles of Geology	3	SM 232 Sport Information and Communication Practices 3
A lecture, laboratory, field course that explores the geologic processes within the earth (plate tectonics, earthquakes, volcanic activity) and upon the earth (glaciation, erosion, mountain building, weathering, cycling, landforms) as they relate to physical and historical geology.		This course outlines the fundamentals of communicating in a sports environment in a seminar format. The topics to be covered include, but are not limited to: sports information in print, broadcast news, social media, and public relations. Principles of sports information including computer applications and statistical methods in the collegiate and professional levels will be presented. Upon successful completion of this course students will have the basic understanding of communication and information tactics and strategies. This course may be classified as service learning and/or writing intensive, in which students may need to dedicate a significant amount of time to partner with a community organization and volunteer their services for course credit. Prerequisites: SM 101
SCI 342 Earth Science	3	SM 351 Legal and Ethical Aspects of Sport 3
An integration of geology and meteorology, in which the structure and development of the Earth will be emphasized. Prerequisites: 4 hours of science		This course examines legal and ethical concepts related to sport management, including, but not limited to: participation and eligibility issues, negligence, Title IX, torts, and sport contracts. This course will also help students conceptualize concepts, models, and techniques to use when managing ethical dilemmas. Career opportunities and field experiences will be investigated. Upon successful completion of this course, the student will be able to describe the basic principles of law, the different areas of concern for sport managers and opportunities in the field. Prerequisites: SM 101
SM 101 Introduction to Sport Management	3	SM 362 Sport Governance and Organizational Strategy 3
This course introduces the structure of the sports industry and the application of management principles. An investigation into the relationships, philosophies, goals, and missions within the administration and management of competitive and non-competitive athletic recreation will occur. Areas of study include the history and evolution of sport management, career options and professional development, and an introduction to topical areas such as sales, management, media outlets and the economics of sport, event management and sports agencies. This course may be classified as service learning, in which students may need to dedicate a significant amount of time to partner with a community organization and volunteer their services for course credit.		This course has been designed to provide students with a basic understanding of the role of governance in sport by studying structures, processes, and policies of governing agencies and member organizations within the industry. Students will also gain an understanding of organizational and administrative structures used in sport management. Additionally, students will examine the role of strategy when governing and managing amateur, professional, and international sport. Prerequisites: SM 101
SM 102 Sport and Society	3	SM 180/380 Topics in Sport Management Variable
This course examines current issues and problems in the sociology of sport. In many ways sport has become more than just a pastime or leisure activity for members of society. From the sociological perspective, sport can be viewed as a microcosm of society, an important social institution in society, and an example of both the positive and negative consequences of social and cultural changes in society. Upon successful completion of this course, students will be able to describe the basic principles of sociology in sport, identify theories and methods of sociology to the social and cultural analysis of sport, and develop plans of societal change through the utilization of sport.		Topics may vary from year to year and will be selected with regard to student demand and judgment of the division. Prerequisites: Consent of instructor.
SM 211 Athletic Facility and Event Management	3	SM 398 Experiential Learning-Practicum 0-3; Repeatable
This class will look at the variety of areas contributing to athletic facilities and events, including development, implementation, and management. Upon successful completion of this course, the student will conceptualize their own athletic facilities and events with the understanding of basic concepts. This course may be classified as service learning, in which students may need to dedicate a significant amount of time to partner with a		This course is designed to help prepare students for an internship environment. Classroom instruction will be for the purpose of developing the appropriate skills and tools needed to successfully secure and/or establish an internship, while building a network within the field of sport management. Contact hours are a

supervised employment-like experience which allows the student to explore career opportunities and make an application of knowledge, skills and abilities developed in the classroom. Upon successful completion students will be able to demonstrate preparation for entry and success in sport management. This course may be classified as service learning, in which students may need to dedicate a significant amount of time to partner with a community organization and volunteer their services for course credit. Prerequisites: SM101

SM 440, 441, 442 Career Applications in Sport Management 2 – 6

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. Upon successful completion students will be able to demonstrate preparation for entry and success in sport management or graduate study.

SM 498 Internship in Sport Management 0 – 14 Repeatable

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, working with a college athletic department; semi-pro or professional teams; business management in regards to sport production and sales; facility management and the recreation industry. Upon successful completion students will be able to demonstrate preparation for entry and success in sport management, and express in writing what they learned in their field placement. Prerequisites: SM101; SM398; Division Approval.

SOC 100 Introduction to Sociology 3

An introduction to the basic concepts, principles, and theories of sociology. Special attention will be given to examination of individuals and groups in society; social class and conflict; social institutions such as family, education, religion, political organization; and social change. Students who successfully complete the course will be able to explain the above-mentioned social topics and to analyze the dynamics of various social situations.

SOC 105 Introduction to Anthropology 3

An introduction to the basic fields of anthropology with emphasis on cultural anthropology. A comparative study of human cultures with special attention to such topics as the origins of human culture, culture and human survival, sex and marriage, religion, family and household, political and economic organization, religion, art, and cultural change. Students successfully completing the course will be able to explain the issues related to these topics, and to analyze and critique the theories of the origin/evolution of cultural and religious beliefs and cultural traits.

SOC 180/280/380 Topics in Sociology 3

Selected topics in the areas of the behavioral sciences. This course will give the students an opportunity to study in some depth theories and research on topics which are generally not covered by the listed Sociology courses in this catalog in detail. Offerings will depend upon student and faculty interest, and faculty availability. Possible topics include: minority problems, science, technology, and social change, migration in America. Students successfully completing the course will be able to demonstrate

understanding of the particular issue and the major concepts in the field.

SOC 205 The Family 3

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

SOC 243 Social Problems 3

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

SOC 310 Race and Ethnicity 3

This course will discuss the concepts of race, ethnicity, dominant group vs. the minority group status, human diversity as well as the concepts of discrimination, racism, attitudes, prejudice and stereotyping in this concept. It will also discuss various racial, ethnic, religious, nationality, linguistic, and cultural groups in the U.S. in particular, and the human diversity all over the world in general.

SOC 320 Social Organization 3

A study of the structures and processes of social organization – from the small group to complex bureaucratic institutions. Attention will be devoted to exploring the nature of life in an “organizational society” and the relationship of organizations to their social, cultural, political, economic, and natural environment. Those who successfully complete the course will be able to identify basic principles of social organizations, as well as to analyze and evaluate specific organizations. Prerequisites: SOC 100

SPED 297 Career Development & Transition for Students with Disabilities 3

Legal requirements, career education models and interagency agreements for transition are discussed. Students will identify critical areas related to transition planning, community resources, and components of the IEP related to transition. Students will create an individual transition plan for a real or fictitious student that illustrates the concepts learned.

SPED 306 Collaboration and the Family 3

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

childhood education endorsement, elementary special education endorsement or elementary health endorsement only.

SPED 341 Characteristics of Special Education Students 3

This course provides students with an overview of basic concepts and issues related to students with disabilities. Issues and best practices in special education services today are discussed, and will focus on both the similarities and differences among labeled and non-labeled students. Students will demonstrate their skill at developing appropriate individualized and classroom instructional strategies to address these differences.

Prerequisites: EDUC 301

SPED 342 Diagnosis and Assessment of Students with Disabilities 3

This course is designed to provide the student with knowledge and skills required for assessing diverse populations of mildly/moderately disabled school-age students using formal and informal assessment techniques. The course also provides knowledge and skills required for linking assessment findings to instructional planning, including development of the Individualized Education Program. Students will administer and interpret various assessments.

Prerequisites: EDUC 301, SPED 341, 344

SPED 344 Methods and Teaching Strategies for Students with Disabilities 3

This course introduces teachers to the educational needs of students with disabilities. Emphasis is placed on procedures for effective academic, behavioral and social integration of these children in the general education classroom. Additionally, this course is designed to increase awareness of students with special needs, and to assist teachers/prospective teachers in enhancing their general or special education classroom instructional strategies in dealing with individual students and differentiated instruction. Students will demonstrate the use of various research-based approaches to instruction.

Prerequisites: EDUC 301

SPED 442 Practicum in Elementary Special Education (K-8) 3-7

A full-time program of experience in elementary school special education. Students will present artifacts at the end of their practicum that demonstrate their ability to apply information learned in their coursework.

Prerequisites: All coursework listed on the Special Education Checklist and Admission to Teacher Education Program.

SPED 492 Practicum in Secondary Special Education (5-12) 3-7

A full-time program of experience in secondary special education. Students will present artifacts at the end of their practicum that demonstrate their ability to apply information learned in their coursework.

Prerequisites: All coursework listed on the Special Education Checklist and Admission to Teacher Education Program.

SW 101 Introduction to Social Work 3

Survey of the field of social work. Types and range of "helping" programs under both public and private auspices. After successfully completing the course, students will be able to describe the field of social work and identify its various dimensions.

SW 150 Human Behavior and the Social Environment I 3

This course provides content about theories and knowledge of human biopsychosocial development. The focus is on the interrelationship between the individual, family, small groups, and society. Values, ethics, and spiritual issues related to development are also explored. Birth through late adolescence will be investigated. Prerequisite courses include PSYC 131, BIO 241, and SOC 100. Prerequisite: SW 101 Introduction to Social Work

SW 175 Social Work Practice I: Individuals 3

This course provides basic skills necessary to perform generalist social work practice with systems of all sizes but primarily focuses on micro systems with individuals and families. Theories of intervention will be examined for their contribution to an eclectic knowledge base appropriate to the demands of contemporary social work practice. A strengths-based orientation to practice with diverse populations is emphasized. Students learn to define issues, collect and assess data; plan and contract, identify alternative, implement action, and monitor outcomes with pseudo clients from diverse backgrounds. Fifteen clock hours of volunteer work will be required along with classroom instruction, discussion, and interaction. Prerequisite: SW 101 Introduction to Social Work and acceptance into the program area or minor.

SW 180/280/380 Topics in Social Work 1-3

Specialized courses that provide students with an opportunity to study aspects of social work or subjects not ordinarily covered in other courses. Students who successfully complete these courses will demonstrate in-depth understanding of the topic through detailed reading and writing assignments and interaction with the instructor.

SW 250 Human Behavior and the Social Environment II 3

This course is the second in a two-part series about human behavior and the social environment. It explicates the biopsychosocial and spiritual aspects of adulthood. Prerequisite courses include: SW 150 Human Behavior and the Social Environment I or permission from the instructor.

SW 275 Social Work Practice II: Families 3

The problem-solving process acquired during SW Practice I (SW 3xx) is built upon and expanded to include practice with families and groups from differing social, cultural, racial, religious, spiritual, and class backgrounds. This course explores all system levels but primarily focuses practice on micro and mezzo systems. The process of evaluation and termination is explored in greater detail complementing the concurrently taught research methods course. Prerequisite: SW 175 Social Work Practice I: Individuals

SW 375 Social Work Practice III: Communities and Organizations 3

This course will instruct the generalist social work student on developing and conducting interventions with macro structures. Students explore change models specific to working with organizations and communities. Each system is studied to understand its internal organization and functioning, and its linkages with other community systems. SW Practice III prepares students to identify the need, develop, administer, and evaluate programs that serve clients from diverse social, cultural, racial, religious, spiritual, and class backgrounds by using a strengths perspective for service development. Prerequisite: SW 275 Social Work Practice II: Families.

SW 475 Social Work Practice IV: Groups	3	topic through detailed reading and writing assignments and interaction with the instructors.
<p>This social work practice course builds upon Practice I and II by continuing with the development of social work skills, but within group settings. This course prepares students with knowledge and skills in engaging, intervening, assessing and evaluating groups within social work practice. Students will demonstrate ability for ethical practice with groups. Prerequisite: SW 275 Social Work Practice II: Families.</p>		
SW 498 Internship in Social Work	10	
<p>Students must complete a minimum of 400 hours of field education for 10 credits of internship with a supervisor who holds a baccalaureate or master's degree in social work from a CSWE-accredited program. These credits may be taken over the course of a single semester or spread across two semesters in the final year. The internship allows for practical work experience in social work at an approved practicum setting that meets the criteria for social work field education as stated by the Council on Social Work Education. Upon successful completion of this internship, students will be able to describe their work experience, connect their work experience to their social work courses and articulate orally and in writing what they learned in their field placement. Application for field instruction must be processed and approved the semester before registering for SW 498. Prerequisites are: All social work courses except SW 475 Social Work Practice IV which can be taken concurrently. Social work majors only.</p>		
WS 105 Career Exploration	2	
<p>This course is designed to increase students' knowledge of career theories, increase knowledge of themselves and expand their knowledge of resources available to them which will assist in their career exploration and decision making. Students, at the completion of this course, will be better equipped to choose their major and career path.</p>		
WS 112 Careers in Health Care	3	
<p>This course is designed to discuss the many roles health care professionals work in today's society. Students will learn that health care is an international career that influences the health of populations. Discussion of the various professions in health care. Discussion of learning strategies that will be helpful to be successful in a health care program will also be explored.</p>		
WS 147 Tiger Perspectives	2	
<p>This course is an introduction to international issues, such as population and migration, human rights, poverty and hunger, economic globalization, the environment and sustainability. Students' developing sense of identity as college students as well as global citizens will be examined as a main theme throughout the course. In addition, this course offers instruction in accessing University resources, developing social and academic strategies for success, and participating effectively within the IW community and beyond. The course includes completion of an academic-service project as an integrative learning experience that promotes the ability to understand and apply the Life Skills, understand service in a global community as an aspect of IW's mission, and undertake critical reflection.</p>		
WS 180/280/380 Topics in Wesleyan Studies	1-3	
<p>Specialized courses that provide students with an opportunity to study aspects of general education or subjects not ordinarily covered in other courses. Students who successfully complete these courses will demonstrate in-depth understanding of the</p>		
WS 300 Global Issues	3	
<p>Upon satisfactory completion of this course, students will have a variety of perspectives on global events and issues and will understand the impact of their actions or inaction as global citizens.</p>		
WS 310 Leadership and Service	3	
<p>The Goal of WS 310 is to inform students about the value of servant-leadership and provide practical, experiential, and reflective lessons for students to become better servant-leaders. During the course students will model servant-leadership through a service-learning experience, explore connections between leadership theories and practice in discussions and reflective assignments, appreciate the role of servant-leadership in their professional and personal lives, and stimulate a goal-oriented vision of service and leadership for their future</p>		
WS 315 Social Justice and Service	3	
<p>Social Justice and Service will examine important issues of social justice and engage students in critical reflection on their role in being a social change agent. This is an experiential course that immerses students in face-to-face encounters with social justice issues by serving marginalized people groups with an understanding of the unique factors involved in both rural and urban settings and serving alongside other social justice advocates. Through this course students will be able to identify how social identities impact view of others, gain an understanding of the complex issues that contribute to oppression of marginalized people, including prejudice, and develop skills to create strategies and environments that advocate for the prosperity of others.</p>		
WS 320 Leadership and Service	3	
<p>Through this 8-week, online course, students will be paired with a non-profit organization in their local, regional, or global community to examine leadership issues within the organization and offer their assistance as a model of servant-leadership. Purposeful reflection exercises will explore connections between leadership theories and their experiential service activities. Students completing this course will understand leadership theory, identify the impact of service upon diverse stakeholders, and analyze the connection between service and leadership</p>		
WS 357 Human Relations with a Global Perspective	2 or 3	
<p>This course will help students understand human relations and develop cultural competency. Students will demonstrate the acquisition of knowledge about and skill in interpersonal and inter-group relations that contribute to the development of sensitivity to and understanding of the values, beliefs, life styles, and attitudes of individuals and the diverse groups found in a pluralistic society. Using a range of learning activities, this class will provide students with a variety of perspectives on global events and issues, allowing students to understand the impact of their actions or inaction as global citizens. Students will begin to translate knowledge of human relations into attitudes, skills, and techniques which will result in favorable learning experiences for students.</p>		

ESL Program

The ESL Program is a non-degree seeking program. All courses are non-credit bearing.

Foundations

ESL 010 Listening/Speaking

The content provided in this course is intended to initiate absolute beginners into the process of acquiring English as a second language. Fundamentals of pronunciation and essential vocabulary for learners at this stage will enable students to successfully communicate at a basic level.

ESL 020 Grammar

Emphasis is given to the grammatical structures and patterns essential for basic communication in English. Content is closely integrated with other listening and 10 speaking skills. Key terms enabling subsequent grammar instruction and knowledge is presented.

ESL 030 Reading/Vocabulary

Core fundamental concepts and skills for obtaining basic reading literacy are covered. Correct pronunciation and comprehension of short written texts is emphasized. Using a visual dictionary, students learn conceptually related word groups to establish a strong foundation for more extensive reading contexts.

ESL 040 Writing - Students are instructed on how to produce requisite orthographic patterns of written English in order to form syntactically well-formed words. Spelling and mechanical conventions are extensively examined. Opportunities for short written responses to basic questions and prompts will be given as students progress in their abilities.

Elementary

ESL 011 Listening/Speaking

This course is designed to build students' general fluency and overall communicative competence for basic social situations. Emphasis is placed upon pronunciation, vocabulary acquisition, and extensive listening practice for successful conversational engagement.

ESL 021 Grammar

Topics presented are intended to provide learners with greater competence and confidence for basic communication situations. The focus is on the simple and progressive verb tense-aspects. Expressing imperatives, using determiners and noun quantifiers are covered as well.

ESL 031 Reading/Vocabulary

The primary focus is on the comprehension and rudimentary critical analysis of elementary expository texts through basic written and oral responses. The acquisition of basic vocabulary via contextualized readings is also emphasized.

ESL 041 Writing

Primary focus is given to the production of coherent and grammatically appropriate sentences for a variety of communicative purposes. Following student progress in this aspect, the fundamentals of successful paragraph construction are covered.

Intermediate

ESL 012 Listening/Speaking

Students enhance their listening and speaking skills through the exercise of various critical thinking skills. Following comprehension of short video and audio clips, students increasingly practice utilizing various analytical skills to interact with the curricular content and must explain their conclusions regarding academic topics.

ESL 022 Grammar

Grammar structures and patterns necessary to express more sophisticated ideas are covered. Emphasis is placed upon correct usage of modals, active/passive voice, comparatives, superlatives, gerunds, infinitives, relative clauses, and noun clauses. More extensive student editing is practiced throughout the course.

ESL 032 Reading/Vocabulary

The main focus is on the comprehension and critical analysis of intermediate expository texts through short written and oral responses. Expansion of vocabulary occurs through systematic and strategic methods guided by the instructor.

ESL 042 Writing

The emphasis of this course is on the fundamentals of composing paragraphs in a variety of genres. Later in the course, students are given the prerequisite concepts and linguistic framework for essay composition. The basic components of the process of revision are introduced and practiced throughout the duration of the course.

Advanced

ESL 013 Listening/Speaking

Concepts and skills covered in this course prepare students for successful participation in academic contexts, particularly the university classroom. Debates, class discussions, group work, presentations, and lecture note-taking are all integral components of the curriculum.

ESL 023 Grammar

Grammatical points and principles are presented more inductively rather than deductively as in previous grammar courses. Concepts under consideration are explored within wider contexts of communicative discourse. Application of grammatical knowledge through authentic communicative endeavors is strongly emphasized.

ESL 024 Grammar for Writing

Students will study and practice the grammatical norms of academic English in written communication. Students' areas of greatest need will be identified and focused upon throughout the semester. Through abductive, inductive, and deductive analysis of authentic language usage in academic contexts, students will obtain greater skill as self-proofreaders and writers.

ESL 033 Reading/Vocabulary

Emphasis is given to the effective utilization of various reading strategies for academic texts (short articles and excerpts from textbooks). Students build reading speed and fluency as well as continue to study the Academic Word List. Demonstration of comprehension through written summaries and oral debate/discussion is a significant component of this course.

ESL 034 Reading for Graduate Studies

Introduces the requisite higher-order reading skills and strategies for successful comprehension of graduate-level academic readings. These concepts are practiced through a wide variety of academic texts and genres. Emphasis will also be given to the systematic acquisition of academic vocabulary relevant to students' field of study.

ESL 043 Writing

The course centers upon the composition of basic personal and academic essays. Basic research skills are taught and students are guided more extensively through the process of revision to produce texts 2-4 pages in length.



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Dylan Detweiler Admissions Counselor
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Taylor Kempker Campus Visit Coordinator

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Valerie Hennessee M.S. Online Student Success Advisor

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Mike Hampton Director of Athletic Development and Engagement
Kali Hills, M.S. Director of Advancement Operations
Jim Pedrick. Development Director
Anna Villareal. Coordinator of the Founders Society

Athletics

Derek Zander, M.A. Interim Athletic Director/NCAA Compliance Officer

BJ Wagy, M.S., M.B.A. Assistant Athletic Director/Head Women's Volleyball Coach
 Blake Beaber, M.A. Head Baseball Coach
 Jack Bruns, M.A. Head Women's Basketball Coach
 Grant Carter. Assistant Men's Basketball Coach
 Mike Hampton. Head Softball Coach
 Alex Huisman. Head Men's Basketball Coach
 Dave Lukens. Assistant Football Coach
 Kurt Moon Head Men's Golf Coach
 Tony Odoriso Head Men's Soccer Coach
 Aleksandra Popovic Women's Volleyball Grad Assistant
 Mike Richtman, M.A. Head Football Coach
 Chris Early Head Women's Soccer Coach
 Joseph Stubbs Associate Head Football Coach
 Natalie Taylor Head Women's Golf Coach
 Randy Thomas, M.B.A. Faculty Athletic Representative
 Anna Zander Sports Information Director & Senior Women's Administrator

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Academic Support Program

Katie Aranda, M.A. Director of the OASIS
 Elizabeth Hommowun, M.A. Director of the Writing Center
 VACANT Student Success Specialist

Faculty Support

Lorie Hauenstein Teacher Education Program Associate
 Alexandria Holtkamp Division of Nursing Administrative Assistant
 Kelsey Fish, M.A. Teacher Education Program (TEP) Services Administrator

Financial Aid

Brian Johnston, M.B.A. Director of Financial Aid
 Kristy Johnson Student Financial Aid Resource Coordinator
 Chris Morgan Assistant Director of Financial Aid

Information Technology Services

Kit Nip, Ph.D. Associate Vice President and Chief Information Officer
Alex Sattler Network and Systems Administrator
Gena Seberg, B.A. IT Specialist

Library

Paula Kinney, M.L.S. Library Director
Joy Conwell Circulation Associate
Katherine Garretson, M.A. E-Resources/Instructional Librarian
Paula Wiley, M.S.L.S. Reference Librarian

Registrar

Megan Hills, M.Ed. Registrar
Diane Schnicker Assistant to the Registrar

Office of Student Development

..... Vice President for Student Development and Dean of Students
..... Title IX Coordinator
Luis Aranda Dean of Students
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..... International Programs Advisor
Anne Reiter Counseling Services
..... Residence Hall Director
Matt Klundt Director of Student Engagement

Faculty 2018-2019

- Erin Bass**, M.A, Assistant Professor of Education, M.A., Northwest Missouri State, B.A. Iowa Wesleyan College (2017)
- Rebecca Beckner**, Ph.D., Associate Professor of Education, Chair of the Division of Education, B.S., M.S. Northwest Missouri State University; Ph.D., University of Missouri (2012)
- Blair B. Buffington**, M.A., Director of Choral Activities, M.A., Truman State University; B.A., Wartburg College (2016)
- Richard Buffington**, J.D., Assistant Professor of Criminal Justice, Director of the Criminal Justice Institute, Chair of the Division of Science, B.S., Western Illinois University, M.A., Arizona State University, J.D., Ohio Northern University, Claude W. Pettit, University of Law (2015)
- Jennifer L. Crull**, M.A., Assistant Professor of Business, B.A., University of Iowa; M.A., University of Iowa (2017)
- Kelly Danaher**, Ph.D., Assistant Professor of Psychology, B.A., University of Nebraska-Lincoln; M.A., Ph.D. University of Kansas (2011)
- Jason Edwards**, D.M., Professor of Music, B.S. in Education, Missouri Western State University; M.A., Truman State University; D.M., Indiana University (2005)
- Jonathan W. Evans**, Ph.D., Assistant Professor of Sport Management, B.A., Baylor University; M.S. Ed., Baylor University; Ph.D., University of Tennessee (2018)
- Katherine Garretson**, M.A.L.S., E-Resources/Instructional Librarian, B.A., University of Colorado, M.A.L.S., University of Missouri (2013)
- Sarah Sullivan Gomez**, M.A.S.S., Assistant Professor of Human Services, Coordinator of the Human Services Program, B.S., Campbellsville University, M.A.S.S., Campbellsville University (2017)
- William E. Hansen**, Assistant Professor of Biology, B.A., Northland College; M.A., University of Northern Colorado (2017)
- Kristin Helm**, M.S.W, Assistant Professor of Social Work, Coordinator of Social Work Program, B.S., State University College at Brockport, M.S.W., State University College at Buffalo (2018)
- Shawna Hudson**, Ph.D., Professor of Education, B.S., William Jewell University; M.S., Northwest Missouri State University; Ph.D., University of Missouri (2006)
- Paula Kinney**, M.L.S., Assistant Vice President of Academic Affairs, Library Director and Associate Professor, B.A., M.L.S., University of Maryland (2004)
- Aleesa Kittrell**, D.N.P., Chair and Associate Professor of Nursing, M.S.N., Clark University of Dubuque, B.S.N., Mt. Mercy University; D.N.P. Capella University (2013)
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BUILDING KEY

1. Old Main
2. Chapel (ADMISSIONS OFFICE)
3. P.E.O. Memorial Building
4. Howe Student Activity Center and Ruble Arena
5. John Wesley Holland Student Union
6. Pioneer Hall
7. J. Raymond Chadwick Library
8. Harlan-Lincoln House
9. Adam Trieschmann Hall of Science
10. Nemitz Suites
11. Gymnasium
12. Physical Plant
13. George B. McKibbin Residence Hall
14. Hershey Hall
15. Sheaffer-Trieschmann Residence Hall

P Parking



East Lake Park



Mapleleaf Athletic Complex



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OUR MISSION

Iowa Wesleyan University is a transformational learning community whose passion is to educate, empower and inspire students to lead meaningful lives and careers.

OUR VISION

Iowa Wesleyan will be the preeminent educational leader and resource for Southeast Iowa as its regional, comprehensive university offering an engaging student experience in relevant undergraduate and graduate programs in the liberal arts and professions.



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