

# William Penn University

## 2014-2015

### Catalog

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## WILLIAM PENN UNIVERSITY



William Penn University is a liberal arts university affiliated with the Society of Friends. The university was founded by Quaker pioneers in 1873 to provide a quality education to all interested men and women regardless of race, creed, or socioeconomic status. One hundred and forty-one years later, William Penn remains devoted to this ideal. The university is firmly rooted in its Christian heritage, with certain characteristics distinctive to Quakers, but welcomes faculty, staff, and students from all faiths.

William Penn University comprises two colleges: the traditional College of Arts, Sciences and Professional Studies (CASPS) and the College for Working Adults (CWA). The main campus is in Oskaloosa, a friendly, vibrant community about an hour's drive southeast of Des Moines. In 1996 the College for Working Adults was established by the university to serve the unique educational needs of adult students. These classes are offered at the primary CWA site in Clive as well as in Oskaloosa.

First and foremost, William Penn University is devoted to student learning, with a mission to provide a quality education in the liberal arts. Traditional liberal arts with a leadership focus are the core of Penn's educational program, for liberally educated women and men have the skills and confidence to face whatever the future holds. The academic program encourages intellectual inquiry and critical self-awareness but also serves the specific career interests of students in each area of study.

Students at William Penn University are expected to take an active part in their own education. They should participate fully in the intellectual and social experience of higher education by learning to ask probing questions that deal with both substance and process.

William Penn University admits students of any race, gender, age, marital status, national or ethnic origin, religion, creed, sexual orientation, or disability, and does not discriminate in the administration of any university-administered programs. While every effort is made to provide accurate and current information:

- William Penn University reserves the right to change policies, fees, curricula, calendar, or other matters without notice.
- Students enrolled at the university agree to comply with the university's Code of Conduct and applicable regulations.

## OSKALOOSA: PRIDE, PROGRESS AND TRADITION

Not all towns can successfully combine the qualities of pride, progress and tradition, but under the direction of forward-thinking residents, Oskaloosa balances these priorities, moving forward with a sense of stability. Founded in 1853, Oskaloosa is an attractive place to live with a variety of industrial, retail, and educational opportunities.

Oskaloosa is a place where residents collaborate to address the challenges of economic development, the growth of educational opportunities, and the improvement of an already excellent quality of life. These efforts have resulted in new and expanded industries and businesses, new public school buildings, an expanded public library, a state-of-the-art community auditorium, new recreation facilities, and the latest in communications technology.

## MISSION STATEMENT

William Penn University provides the opportunity for an educational experience with a focus on leadership, technology, and the Quaker principles of simplicity, peace-making, integrity, community, and equality.

### **Foundational Concepts:**

Informed and led by the precepts of the Society of Friends, the following four concepts must underlie all we do at William Penn University, both inside and outside of the classroom.

#### **Leadership:**

We value individuals who possess strong skills in organizing, planning, problem solving, and communicating.

#### **Ethical Practices:**

We value the individual development of a personal values system in giving people a solid basis for the values they hold and the determination to stand up for what they profess to believe.

**Lifetime of Learning:**

We value intellectual curiosity tempered with integrity, honesty, responsibility, and civility. We encourage an environment of active learning where critical thinking, problem-solving, and truth-seeking cross cultural and disciplinary lines.

**Commitment to Service:**

We value a commitment to serving others. We encourage an environment that provides opportunities for community and humanitarian service.

**Eleven Leadership Principles with Goals and Objectives**

We value a commitment to serving others. We encourage an environment that provides opportunities for community and humanitarian service.

**Goal 1: Leaders will reason competently through inquiry, abstract logical thinking, and critical analysis.**

1. Examine a wide range of issues rationally, logically, and coherently.
2. Clarify questions and draw reasonable conclusions.
3. Apply deductive and inductive reasoning processes.

**Goal 2: Leaders will be able to communicate effectively through writing, reading, speaking, and listening.**

1. Communicate clearly and persuasively in a variety of forms and demonstrate active listening.
2. Demonstrate inquiry.
3. Critically analyze, organize, and summarize all types of relevant communication.

**Goal 3: Leaders will demonstrate quantitative literacy.**

1. Identify and analyze numerical data.
2. Use mathematics or statistics to communicate data and interpret research.
3. Model situations with appropriate mathematics, drawing valid conclusions.

**Goal 4: Leaders will be proficient with technology.**

1. Demonstrate competence in the use of relevant technology.
2. Demonstrate an understanding of the practical and ethical implications of technology.

**Goal 5: Leaders will be conscious of historical contexts.**

1. Explain our place in modern society as a result of former and current historical events.
2. Draw conclusions applicable to society and self through the analysis of history.

**Goal 6: Leaders will understand scientific reasoning and content.**

1. Distinguish between observation and inference.
2. Explain how theories are formed, tested, and validated.
3. Demonstrate scientific understanding of the natural world and human behavior.

**Goal 7: Leaders will think critically about their personal values informed by the traditional Quaker principles of simplicity, peacemaking, integrity, community, and equality.**

1. Identify one's personal values.
2. Examine Quaker values and Quaker history.
3. Evaluate personal values informed by acquired knowledge, including the insight of leaders who prize integrity, excellence and a lifelong search for truth.
4. Demonstrate leadership qualities consistent with Quaker principles.

**Goal 8: Leaders will develop aesthetic appreciation and experience.**

1. Demonstrate a critical appreciation of the fine arts.
2. Apply aesthetic sensibility in all areas of life.

**Goal 9: Leaders will exhibit international and multicultural sensitivity.**

1. Demonstrate an awareness of international and multicultural issues.
2. Work cooperatively within a diverse community.

**Goal 10: Leaders will be competent in a specific discipline.**

1. Demonstrate mastery over a body of knowledge through focused inquiry and integration.
2. Perform discipline-specific skills.

**Goal 11: Leaders will be able to influence others in achieving a worthy goal.**

1. Demonstrate human relations skills to create an environment for effective team work.
2. Manage complex tasks, completing them in a timely and professional manner.

**Leadership Development Program:**

1. Academic Experience
  - a. Penn Leadership Core: An integrated sequence of courses designed to develop leadership, ethical practice, a lifetime of learning, and commitment to service.
  - b. Major concentration in a selected field of personal interest
  - c. Electives

2. Participatory Experience
  - a. Intercollegiate Athletics
  - b. Intramurals
  - c. Student Government
  - d. Honorary and Departmental Organizations
  - e. Media
  - f. Activities in the Arts
  - g. Campus Ministry Activities
3. Social Experience
  - a. Greek Organizations
  - b. Special Interest Groups
  - c. Residence Life

## THE OSKALOOSA CAMPUS



Three buildings—Penn Hall, Lewis Hall, and the heating plant—were constructed in 1916 and 1917, following a devastating fire that destroyed the original campus. These became the hub of what is now a 75-acre campus on the north side of Oskaloosa. Spencer Chapel was added in 1923, and a number of other buildings were constructed throughout the 1960s and 1970s. The Ron Randleman Fitness Center was added in 1995, and Twin Towers residence hall was completed in 2000. Two additional buildings opened in 2008: the Musco Technology Center and an activity center that will also house many academic programs.

**Penn Hall** houses classrooms and many offices, including those of the president, the business office, the academic dean and the registrar. Also housed in Penn Hall are the Education Division curriculum labs, the First National Bank Midwest Reading Lab, Career Services, International Student Office, the computing center and the mail room/service center.

**Wilcox Library** provides an inviting atmosphere in which students may enjoy studying, reading, and relaxing. The library holds 68,000 volumes and subscribes to 204 periodicals. Its resources include an electronic classroom, thirty-two databases providing access to 31,731 full text journals, an online catalog, and Internet access. The library is also the home of the Foyer Art Gallery, the Rains Quaker Collection, the A. Willard and Christina Hendry Jones Collection of Mid-East art and artifacts and a student lounge/study area.

**Spencer Memorial Chapel** was donated to the University by Elizabeth Spencer as a memorial to her late husband, Harry L. Spencer. The chapel, in its Georgian Colonial design, was the first building to be erected after the college became established on the new campus. Its cornerstone was laid in October 1921 and the building was dedicated in 1923.

**Dana M. Atkins Memorial Union** houses the campus bookstore, student mail boxes, a game room and the main dining hall. Meeting rooms available for use are the Mahaska State Bank Room, Chief Mahaska Room and the Scheuermann Room. Offices for Campus Ministries, Student Affairs, Academic Resource Center (ARC), Residence Life, and KIGC-FM Radio are also located in the Union. A computer lab is located on the main level of the building.

**Market Street Hall**, one of five residence facilities, is located on the east side of campus; **Watson Hall** is an all-male residence located west of Atkins Memorial Union; **Lewis Hall**, is located east of Penn Hall; and **Twin Towers** is located directly north of Lewis Hall. **Rosenberger Apartments** are located on the southwest edge of campus and are available to married students and students with children.

The **Gymnasium** was constructed in three phases, beginning in 1957. All home volleyball and basketball games are held on this court, which received a new floor in 1993 and new bleachers in 2006. In 1969, the upper gym was added and includes a regulation-size basketball court and classrooms. Physical education and coaches' offices, as well as showers and lockers, are available in this building. In 1995, the **Ron Randleman Fitness Center** was added to the west side of the original gymnasium.

The baseball and softball diamonds, football and soccer practice fields, and tennis courts are nearby. A new stadium facility includes a turf football/soccer field, competition track and locker rooms. The facility will be used for football, soccer, band performances and competitions and track meets.

**Edwin H. McGrew Fine Arts Center** includes Ware Recital Hall, a rehearsal room for band and choir, and an art classroom. The nearby **Art Annex** serves as a ceramics laboratory.

The **Musco Technology Center (MTC)** opened in 2008 and is home to the Industrial Technology classrooms and programs in Digital Communication. The MTC offers film studios and editing bays along with labs for industrial technology and applied computer science. The MTC is also home to the Communication Research Institute of William Penn University (CRI).

The **PAC (Penn Activity Center)** offers a fitness center, ball courts, nearly 50 yards of artificial turf, locker rooms, athletic training facilities, a wrestling room and an elevated running track. On the academic side of the building, science labs, classrooms, faculty offices and an auditorium are housed in the center. The PAC Café serves up sandwiches, salads and other light lunches.

The **Stadium** located at the Lacey Recreation Complex is an athletic facility that is utilized by a wide range of users and groups. The stadium currently consists of a field turf football field and an all-weather 8-lane track.

## MAIN CAMPUS—STUDENT SERVICES

Every aspect of the university experience contributes to the growth and development of the individual. Education at William Penn is viewed as inclusive. It involves the development of the total person--spiritual, social, physical, and intellectual. William Penn University promotes development in these areas that can best be attained by adopting a healthy lifestyle. William Penn University's Student Services department exists to support and complement the central mission of the university while concentrating on meeting the needs of students and promoting their personal, professional, and social development. The Student Services office seeks to enhance student life by offering students diverse opportunities leading to the development of the —whole” person. The Student Services staff assists with the activities of dozens of student organizations and encourages students to join one or more of these organizations to develop their social and leadership skills.

The responsibilities of Student Services include: residence life, religious life, judicial board, social programs, intramural sports, and the game room. Student Services staff advise the following student organizations: SGA, PASS, Greek Council, Residence Hall Association (RHA) and Inter-Varsity Christian Fellowship (IVCF).

The Student Services staff plan, implement, and evaluate activities that facilitate the developmental process of the overall student life program. The University community strives to make student life educational and enjoyable, thus enhancing the growth of each individual. Students are encouraged to take advantage of a great variety of clubs and organizations, including: cultural organizations, performing arts groups, recreational clubs, religious groups, student government, social organizations, fraternities and sororities, professional associations, and special interest groups.

## STUDENT CODE OF CONDUCT

The William Penn University Student Code of Conduct defines the minimum standards of behavior expected of students while they are on campus and in the community. Students are responsible for complying with University rules and policies as described in the Student Handbook, Housing Agreement, and catalog. While individual freedom and development are of central concern, the student is expected to make choices with awareness that his/her actions may have an effect upon the rights and freedoms of other individuals and groups. Students enrolled in the university must assume responsibility for any action that is contrary to the William Penn Student Code of Conduct. By signing the Student Code of Conduct document, the student pledges to observe the code.

The Student Code of Conduct identifies academic conduct, conduct towards society, general conduct, and conduct towards others. A complete listing of student policies and procedures is located in the student handbook.

## STUDENT ORGANIZATIONS AND ACTIVITIES

### Performing Arts Organizations and Activities

Performing arts organizations offer students the opportunity to become involved in music and stage activities outside of the classroom.

William Penn University Jazz Ensemble  
William Penn Singers  
Penn Players  
Intramural Sports

Pep/Marching Band  
Foyer Gallery Art Shows  
Student Theatre Productions

### **Special Interest Groups**

William Penn students interested in academic discussions, hobbies, social action, or a variety of other concerns have many different organizations to choose from, such as:

A.L.I.V.E.	President's Diplomats
Business Club	Project Be Loved
College Democrats	Psychology/Sociology Organization
College Republicans	Residence Hall Association
Communications Club	Science Club
Computer Club	Sports Management Club
Creative Ink (Literary Club)	Strength and Conditioning Club
Fishing Organization	Student Ambassadors
Greek Life	Super Hero Club
	United World Club

### **Student Government**

Student Government Association helps build the structure of the collegiate experience, provides programs, works with the administration and assists with the allocation of student life fees.

### **Residence Hall Association**

Residence Hall Association works with hall policies and programs while developing a sense of community for the residents.

### **Religious Groups**

Student organizations focus on religion and offer spiritual growth and social interaction.

Inter-Varsity Christian Fellowship	Campus Ministries	FCA
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### **Campus Media**

Campus media groups offer students the opportunity to develop their communication and artistic talents outside the classroom.

KIGC-FM Radio Station	The Chronicle (Student Newspaper)
Penn & Ink (Literary Magazine)	The Quaker (Yearbook)

### **Honor Societies**

These organizations encourage academic excellence and leadership development, while providing recognition for student achievement.

Alpha Chi (National College Honor Scholarship Society)
Alpha Lambda Delta (First Year Student Honor Society)
Alpha Psi Omega (National Theatre Fraternity Honor Society)
Phi Alpha Theta (History Honorary Society)
Sigma Beta Delta (National Business Society)

### **Professional Associations**

Professional associations offer students the opportunity to develop their knowledge and appreciation for academic disciplines outside the classroom.

ISEA (Iowa State Education Association - Student Program)	Education Club
WPC <sup>2</sup> (William Penn Computer Club, student section of Association for Computing Machinery)	
Order of the Computing Professional	

### **Greek Life**

Greek Life provides students with the opportunity to increase their leadership, academic, and social skills in an atmosphere of friendship and support.

Greek Council	Delta Beta Phi Fraternity
Sigma Phi Sigma Fraternity	Lambda Delta Phi Sorority
Pi Gamma Xi Sorority	Nu Psi Tau
	Theta Alpha Psi Fraternity

### **Student Programming**

PASS (Programming Activities for Students by Students) provides a variety of activities and entertainment to the campus community and opportunities for students to develop their leadership skills.

## ADMISSION TO WILLIAM PENN UNIVERSITY

In keeping with the Quaker tradition of individual worth, William Penn University considers each applicant in the light of individual potential to benefit from a William Penn education.

### **Traditional Programs (CASPS - Bachelor Programs)**

Entrance requirements for admission include graduation from an accredited secondary school, a 2.0 high school grade point average (GPA) or higher, and a composite score of 18 on the ACT or equivalent SAT score. Exceptions are made only by the Admissions and Financial Aid Committee.

Students who wish to be considered for admission should forward the following items to the Admissions Office:  
Completed application form with \$20.00 application fee.

High school transcript or GED results.  
ACT or SAT scores from an official source.

Either the ACT or SAT is acceptable, and each student should arrange to take one of these as early as possible, preferably in the junior year or early in the senior year of high school.

**TRANSFER STUDENTS** – Students who wish to transfer from another college or university should supply a transcript from each institution attended in addition to the items listed above. A high school transcript is not required for students who have successfully completed at least one year of college work.

**INTERNATIONAL STUDENTS** – A TOEFL test score of 500 or above is required for all non-native English speakers. English proficiency evaluation will be made upon arrival at William Penn University. Official transcripts from each institution attended are also required. An international student application is required with a \$50.00 application fee and statement of financial support.

The admission decision is made on each applicant as soon as all materials are received. Following notification of acceptance, the applicant is requested to confirm the intention to enroll by submission of a \$50 tuition deposit. This deposit is applied toward the student's tuition upon enrollment. In the event of notification in writing of withdrawal prior to May 1 (or December 1 for second semester), the deposit will be refunded in full.

### **Non-Traditional Programs**

**ASSOCIATE OF ARTS IN LEADERSHIP STUDIES** - **Graduation from an accredited secondary school, a 2.0 high school grade point average (GPA) or higher.** Proficiency in the English Language as determined by the Admissions Office.

#### **BACHELOR OF ARTS AND BACHELOR OF SCIENCE**

##### **Entrance requirements for admission include:**

1. A minimum of 50 semester hours of transferable college credits (C- or better) from an accredited college or university or from CLEP, PEP, ACE or other standardized evaluation.
2. A 2.0 grade point average on a 4.0 scale. (Applicants whose grade point average is below 2.0 may be given consideration by the Admissions Committee and may be admitted with conditions.)
3. Two years of relevant full time work experience in addition to full- or part-time employment. Exceptions to this requirement may be considered on a case-by-case basis.
4. Proficiency in the English Language as determined by the Admissions Office.

#### **BACHELOR OF SCIENCE IN NURSING -**

All students entering the BSN completion program are TRANSFER students from their pre-license program and other college programs attended. Admission to the Division of Nursing is an additional procedure after admission to William Penn University. Admission requirements are as follows:

##### **Acceptance to William Penn University**

A transcript evaluation completed and on file

##### **Nursing Transfer Policy**

All courses being evaluated for transfer into WPU's BSN program must be completed with a C- or above to be accepted for the nursing program. Required courses below this standard will need to be repeated, either at the community college or at WPU. This policy pertains to the WPU BSN only.

Evidence of current unencumbered Registered Nurse licensure in the state of Iowa. Your license must remain current while enrolled in



William Penn's nursing program. Nursing courses with a clinical or preceptorship component may not be taken if the following has occurred:

- Denied licensure by the Iowa Board of Nursing
- Registered Nurse license is currently suspended, surrendered or revoked in any U.S. jurisdiction
- Registered Nurse license is currently suspended, surrendered or revoked in another country due to disciplinary action
- Student has failed a criminal background check

Registered nurse applicants must have an admission cumulative grade point average of 2.5 and must maintain a cumulative GPA of 2.5 throughout the program. Students with an admission cumulative GPA of 2.0 may be admitted to the university and conditionally admitted to the Nursing Program with the stipulation of earning at least a cumulative 2.5 GPA the first semester, and maintaining the cumulative 2.5 GPA throughout the program.

The RN student must provide verification of the following requirements post-admission:

- Criminal Background Check and Abuse Registry
- Current CPR card
- Nursing Student Physical Examination
- Immunization Requirements (TD/tdap, Mantoux test, Seasonal Influenza, Mumps, Measles, Rubella, Chickenpox, Hepatitis B)
- Professional Liability Insurance
- Mandatory Reporter: Child and Dependent Adult Abuse
- HIPAA & Standard Precautions trainings

(It is the student's financial and education responsibility to keep verifications current throughout the program)

## FERPA POLICY

### WHAT IS FERPA?

The United States Congress passed the Family Educational Rights and Privacy Act (FERPA) in 1974 to afford certain rights to students concerning their education records. The primary rights afforded to students who attend a postsecondary school such as William Penn University are the right to inspect and review their education records, the right to seek to have their records amended and the right to have some control over the disclosure of information from the records.

William Penn University may not disclose information contained in education records without the student's written consent except under certain limited conditions.

### FERPA PROCEDURE

These procedures, in compliance with the Family Educational Rights and Privacy Act, (FERPA) govern access to student education records and identify the procedures students may follow to obtain or restrict access to their education records.

The University Registrar is responsible for university compliance with these procedures. These procedures apply to the records of students who are both admitted and actively enrolled or who have previously attended the university on campus or via video conferences, satellite, internet, or by other electronic means. The rights are effective on the first day of each student's attendance. They do not apply to applications of persons who were not admitted or to other correspondence with the university.

### EDUCATION RECORDS

These procedures apply to any education record (in handwriting, print, tapes, film, electronic or other media) maintained by WPU regardless of its date of origin which is directly related to a student. The following are NOT classified as education records under FERPA:

- Records kept by faculty, staff, administrative or auxiliary personnel for their own use as memory aids or reference tools if kept in the personal possession of the person who made them and if the record has not been made available to any other person except the maker's temporary substitute. These personal notes are to be referred to in divisional and administrative records policies as "sole possession" records. Records that contain information taken directly from a student or that are used to make decisions about the student are not sole possession records.
- An employment-related record which does NOT result from student status.
- Parents' confidential financial statements, income tax records and reports received by the University.
- Records maintained by WPU health or counseling services that are used only for treatment and made available only to those individuals providing the diagnosis and treatment. Patient access to medical or counseling records is provided upon submission of written patient authorization according to University policy.
- Alumni records which contain only information about a student after he or she is no longer attending the University and do not relate to the person as a student.

**ANNUAL NOTIFICATION – THIS INFORMATION IS TIME-SENSITIVE AND CONSTITUTES AN ANNUAL NOTIFICATION TO STUDENTS.**

Student education records at WPU are generally accessible to eligible students according to the provisions of the Family Educational Rights and Privacy Act (FERPA).

The following explains student rights to their education records, summarizes the procedures for exercising those rights, and describes student directory information that may be disclosed to the public without the students consent as required by law.

Eligible students, admitted and enrolled at WPU, generally have the right to:

1. Inspect and review their education records within a reasonable period of time upon submitting to the Registrar or appropriate office or division managing their education records a written request, with proof of identification, specifying the records to be inspected. The Registrar or appropriate office or division will notify the student of the time and place the records may be inspected.
2. Petition WPU to amend or correct any part of the education record believed to be inaccurate, misleading, or in violation of their privacy rights. Students may submit a written request to the office holding the record, clearly identifying the part of the record they want changed, and specify why it is inaccurate or misleading. If the office decides not to amend the record as requested, the office will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the University hearing process may be provided to the student when notified of the right to a hearing.
3. Control the disclosure of personally identifiable information contained in the student's education record, except as otherwise authorized by law. Examples of exceptions to consent for disclosure include:
  - Access of education records by WPU officials and agents having a legitimate educational interest in the records. This category generally includes any WPU official or agent who accesses student educational records for the purpose of performing a task or responsibility relating to his or her employment or professional responsibility at the university. These individuals may include faculty, administration, staff and other university agents who manage student education record information including, but not limited to, student education, discipline, and financial aid.
  - Parents who establish the student's dependency for federal income tax purposes.
  - Upon request, WPU will disclose education records or information without consent to officials of another college or university to which the student seeks or intends to enroll, or to a school in which the student is currently enrolled.
4. File a complaint with the U.S. Department of Education concerning failures by WPU to comply with the requirements of FERPA. The name and address of the office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, D.C. 20202-4605. [www.ed.gov/offices/om/fpco/](http://www.ed.gov/offices/om/fpco/)

#### **Possible Federal and State Data Collection Use**

As of January 3, 2012, the U.S. Department of Education's FERPA regulations expand the circumstances under which your education records and personally identifiable information (PII) contained in such records – including your Social Security Number, grades, or other private information – may be accessed without your consent.

First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities (–Federal and State Authorities”) may allow access to your records and PII without your consent to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is –principally engaged in the provision of education,” such as early childhood education and job training, as well as any program that is administered by an education agency or institution.

Second, Federal and State Authorities may allow access to your education records and PII without your consent to researchers performing certain types of studies, in certain cases even when we object to or do not request such research. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive your PII, but the Authorities need not maintain direct control over such entities.

In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without your consent PII from your education records, and they may track your participation in education and other programs by linking such PII to other personal information about you that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

#### **DIRECTORY INFORMATION**

WPU has designated the following student information as directory information that we may disclose to the public without the consent of the student:

- Name
- Addresses and telephone numbers
- E-mail address
- Date and place of birth

- Major fields of study
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Pictures
- Dates of attendance (current and past)
- Class standing (freshman, sophomore, etc.)
- Enrollment status (full-time, part-time, less than half-time)
- Academic honors, degrees and awards received
- Previous educational institutions attended
- Anticipated future enrollments
- Course registrations prior to the beginning of a semester/term
- Anticipated date of graduation
- Dates of Student Employment

Students have the right to restrict disclosure of the above directory information. To request restriction of disclosure, students must file a written request in the Registrar's Office.

Please note that although the University is permitted to release Directory Information without a student's written permission (unless the student has requested restriction of such information (see next section), we generally are not compelled to do so. In many cases we may choose to not release Directory Information when we feel such refusal may be in the best interests of the student. For instance, as standard practice, we do not release Directory Information to third parties in the form of mailing lists or labels.

### **Restricting Academic Records**

The University determines the personal information regarding its students that can be given to the public according to the FERPA guidelines. Any William Penn University student may request restriction of the disclosure of this personally identifiable information by the following procedure:

1. Come to the Office of the Registrar in Penn Hall with a University ID card or other picture ID.
2. Request a Directory Information restriction be placed on his or her educational records.
3. Fill out and sign the written agreement provided.
4. Please note that requests must be received prior to the fall semester to avoid being published in the Student Directory.

Restrictions on education records are valid until the student has removed them or separated from the University for a period of six months, or has been verified as deceased. To remove a restriction on education records, a student should bring a University ID card or other picture and request that the restriction be removed from his or her records. Such transactions must be completed in person or in writing.

The above processes are completed through the University Registrar for the protection of students and to be in compliance with FERPA.

### **LOCATIONS OF STUDENT EDUCATION RECORDS**

The following list describing the type, location and custodian of University student education records is illustrative and not comprehensive. Other student education records may be found in a variety of locations throughout campus. A student having questions concerning the location of education records should direct an inquiry to the Office of the Registrar.

TYPE	LOCATION	CUSTODIAN
Academic Records	PENN 217	Registrar
Admissions	PAC 203	Director of Admissions
Alumni Information	PENN 213B	Director of Alumni Relations
Business Office	PENN 223	VP for Financial Operations
College for Working Adults	Clive	Dean of CWA
Distance Education	PENN 316C	Director of Distance Education
Faculty Records	PENN 221	VP Academic Affairs
Financial Aid	PAC 204	Director of Financial Aid
Graduate Studies (CWA)	Clive	Director of Graduate Leadership
Housing	PAC 203	VP of Enrollment Management
Security	PAC 227	VP of Operations
Information Services	PENN 111	Director of Information Services
Inquiries for other records may be directed to the	PENN 217	Registrar

Office of the Registrar where your request will be received or referred to the appropriate University official.

## **PROCEDURE TO INSPECT EDUCATION RECORDS**

FERPA controls access to student education records. WPU will make a reasonable effort to provide eligible students and qualifying parents the rights granted by the Act. Under circumstances that prevent alteration or mutilation of records, a student with proper identification will be permitted to inspect all education records not restricted by a pledge of confidentiality or considered to be private records of University personnel. In those instances when the University is willing to allow copies, those with legitimate access to the records will be charged a reasonable fee for the copies.

Students are encouraged to submit to the record custodian or to appropriate University personnel a written request that identifies as precisely as possible the record the student wishes to inspect. However, oral requests may be honored upon proper presentation of identification and in circumstances where a written request would be burdensome or impractical. The record custodian or appropriate University personnel will make reasonably prompt arrangements, generally within 45 days, for access and notify the student of the time and place where the records may be inspected.

When a record contains information about more than one student, the student may inspect and review only that portion relating to the requesting student.

## **RIGHT OF UNIVERSITY TO REFUSE ACCESS**

The following records are not available for review by students:

- The financial statements and tax returns of the student's parents.
- Letters and statements of recommendations to which the student has waived the right of access, or which were placed in the student's file before January 1, 1975.
- Records connected with an application to attend WPU or a component unit of WPU if that application was denied.
- Any records which are not education records as defined by FERPA or these procedures and which are not otherwise accessible pursuant to law.

## **REFUSAL TO PROVIDE COPIES**

WPU reserves the right to deny transcripts or copies of education records if:

- The student has an unpaid financial obligation to the University;
- The student is in default under any federal loan program;
- There is an unresolved disciplinary action against the student;
- There is unresolved litigation between the student and the University;
- Other cases as determined by the University procedures on Registration and Academic Holds;
- Or as otherwise determined appropriate by the University.

WPU will not provide copies of those education records related to disciplinary action taken against a student, even at that student's request, unless refusal of such a request would unreasonably limit the student's right to inspect and review those records.

## **COPIES OF RECORDS**

If for any valid reason such as distance from a student's place of residence to a record location, distance between record location sites, or health, a student cannot inspect and review his or her education record in person, WPU may arrange for the student to obtain copies. A reasonable fee for copies and any applicable postage fees will be charged. The fee for copies at the Office of the Registrar will be \$.50 per page unless otherwise specified. There is no charge for search or retrieval of education records nor for personal inspection of education records.

## **DISCLOSURE OF STUDENT EDUCATION RECORDS**

WPU will disclose student education records to a third party with written consent from the student. This written consent must:

- Specify the records to be released,
- State the purpose of the disclosure,
- Identify the party or class of parties to whom disclosure may be made, and
- Be signed and dated by the student.

WPU will disclose student education records without the written consent of the student in the following limited circumstances:

- To school officials and to specified agents of the university who have a legitimate educational interest in the records.
  - A school official or specified agent of the university is:
    - the Board of Trustees or its agents; or
    - a person employed by the University in an administrative, supervisory, academic, research or support staff position, (including security personnel and health staff); or
    - a person or company, with whom the University has contracted as its agent to provide a service instead of using university employees or officials (such as Student Clearinghouse, an attorney, auditor or collection agent); (the contracted party is subject to the same conditions of use and redisclosure of education records that govern other school officials); or

- a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks; or
- a person employed by, under contract to, or designated by the University to perform a specific task.
- A school official or specified agent has a legitimate educational interest if the official is:
  - performing a task that is specified in his or her position description or by contract agreement;
  - performing a task related to a student's education;
  - performing a task related to student discipline; or
  - performing a service or benefit relating to the student or the student's family, such as health care, counseling, job placement or financial aid.
- To officials of another school, upon request, in which a student is enrolled or seeks or intends to enroll.
- To the Secretary of the U.S. Department of Education, the Attorney General of the United States, the Comptroller General of the United States, and state and local educational authorities, in connection with certain state or federally supported education programs.
- In situations where a student has sued the University, or the University has taken legal action against a student, as necessary for the University to proceed with legal action as a plaintiff or to defend itself.
- In connection with a student's request for or receipt of financial aid, as necessary to determine the eligibility, amount or conditions of the financial aid, or to enforce the terms and conditions of the aid.
- To organizations conducting certain studies for or on behalf of the University on condition that the organizations conducting the studies not permit the personal identification of students by anyone other than the organizations' representatives. Additionally, all information provided must be destroyed by the requesting organizations when no longer needed for the study's purposes.
- To accrediting organizations to carry out their functions.
- To either parent of an eligible student if the student is claimed as a dependent for income tax purposes regardless of which parent claims the student as a dependent. Parents requesting information from a student's file shall be responsible to demonstrate that the student in question is a dependent pursuant to Section 152 of the Internal Revenue Code. In addition, WPU may disclose to parents of an eligible student information regarding violations of local, state or federal law.
- To comply with a judicial order or a lawfully issued subpoena. The University will make a reasonable attempt to notify the student in advance of disclosure when non-directory information is released in response to subpoenas or court orders.
- To appropriate parties, including parents or guardians, in a health or safety emergency.

WPU may (without the consent of the perpetrating student) disclose to the victim of a crime of violence or a sex-offense, (as defined in the Clery Act) the results of any disciplinary proceeding conducted by WPU against the alleged student perpetrator regardless of the outcome of the proceeding.

#### **RECORD OF REQUEST FOR DISCLOSURE**

Each custodian of education records at WPU will maintain a record of all requests for and disclosures of information from a student's education records file made by anyone other than a school official or the student. The record will indicate the name of the party making the request and the reason for the release. The record of the request for disclosure may be reviewed by an eligible student.

Redisclosure of education records by a third party is prohibited.

#### **CORRECTION OF EDUCATION RECORDS**

Students have the right to ask to have education records corrected that are inaccurate, misleading or maintained in violation of their privacy or other rights. In all cases of challenge to the content of a student's education records, not otherwise governed by established University policy, these procedures will apply. Under these procedures, the process must be initiated within one year from the semester or term in question. The following are the applicable procedures:

- A student must file a written request with the custodian of the applicable WPU education record to amend the record.
- The request should identify the part of the record requested to be changed and specify why the student believes it to be inaccurate, misleading or in violation of the student's privacy or other rights.
- The Dean or supervisor of the University area maintaining the records shall promptly review the facts and seek to resolve the complaint by informal discussions with the student.
- If the Dean or supervisor decides not to comply with the request, WPU will notify the student in writing.
- A student who disagrees with the decision has a right to a hearing to challenge the information believed to be inaccurate, misleading or in violation of the student's rights. Upon written request to the University Registrar, a hearing will be scheduled and the student will be provided reasonable advance notification of the date, place and time of the hearing. The hearing will be conducted by a University FERPA Committee consisting of three disinterested individuals appointed from the Office of the Dean and the Office of the University Registrar or another appropriate custodian of the student education records. The student shall be afforded a meaningful opportunity to present evidence relevant to the issues raised in the original request to amend the student's education records. The student may have one or two individuals, physically present at the hearing panel to confer with him or her. Because the hearing is not intended to be adversarial, however, such individuals will not be allowed to address the hearing panel nor advocate, unless specifically invited to do so by the Chair. The hearing panel will prepare a written decision

based on the evidence presented and/or considered at the hearing. The decision will include a summary of the evidence and the reasons for the decision.

- The hearing panel will strive to ascertain the truth and to make determinations that are reasonably supported by the evidence. Note: this hearing is an administrative proceeding and no attempt shall be made to apply the formal rules of evidence applicable in judicial proceedings. In general, any evidence, whether oral testimony or documentary, which is considered by the hearing panel to be relevant should be received subject to the discretion of the hearing panel to exclude frivolous, repetitive or merely cumulative testimony.
- If the hearing panel finds that the information is not inaccurate, misleading or in violation of the student's right of privacy or other rights, the record will be maintained, but the student will be notified of the right to place in the record a statement commenting on the challenged information and/or a statement setting forth reasons for disagreeing with the decision. The statement will be maintained as part of the student's education records as long as the contested portion is maintained. If WPU discloses the contested portion of the record, it will also disclose the statement. If the hearing panel decides that the information is inaccurate, misleading or in violation of the student's right of privacy or other rights, it will amend the record and notify the student, in writing, that the record has been amended.
- Generally, the University will follow the procedural guidelines as outlined above. However, the procedures set forth above are merely guidelines and are not intended to create any contractual obligations or expectations. The University reserves the right, at its reasonable discretion, to vary these procedures according to the circumstances of individual matters, provided that the student is not significantly prejudiced.

### INTERPRETATION

Questions concerning the application of these procedures should be addressed to the Office of the Registrar, William Penn University, 201 Trueblood Avenue, Oskaloosa, IA 52577. The Registrar, in consultation with the WPU General Counsel, will determine all questions of interpretation.

## STUDENT GRIEVANCE POLICY & PROCEDURE

### Student Complaints and Grievances

#### Policy

William Penn University is committed to a respectful learning environment for all members of the campus community. Students have the right to seek a remedy for a dispute or disagreement when they believe they have been treated in an improper, unfair or arbitrary manner. Additionally, students have the right to seek a remedy for issues of institutional or program quality such as William Penn University's compliance with the standards of our accrediting body, the Higher Learning Commission (HLC). No retaliation of any kind shall be taken against a student for participation in a complaint or grievance.

#### Definitions

- A. **Grievance and/or Complaint** - A written claim raised by a student alleging improper, unfair, arbitrary, or discriminatory action by an employee involving the application of a specific provision of a university rule/regulation or a William Penn University policy or procedure. A grievance may also be about issues of institutional or program quality such as William Penn University's compliance with HLC standards.
- B. **Appeal** – A request for reconsideration of a grievance application of a policy or procedure.
- C. **Retaliation** – Retribution of any kind taken against a student for participating in a complaint or grievance.
- D. **Student** – An individual student, a group of students, or the student government.

#### Procedures

For certain types of grievances or complaints, policies, and specific procedures may already be in place and must be followed. These procedures are found in the William Penn University Student Handbook. Issues related to alleged harassment, discrimination, student conduct, grade challenges, parking, etc. must be processed using existing procedures.

The procedures for all other types of complaints or grievances follow.

1. When a student has a complaint or grievance, she or he shall first meet on an informal basis with the faculty member, staff member, or university administrator directly involved in the dispute in an attempt to resolve the complaint or grievance. For full consideration, the complaint or grievance should be filed in the semester in which the concern arises, or within the first two weeks of the subsequent term.
2. When a student has a complaint or grievance which remains unresolved after consultation with the faculty member, staff member, or university administrator directly involved in the dispute, she or he may file a written account of his or her grievance with the appropriate

academic dean in cases where the dispute involves teaching faculty, or the appropriate supervisor in cases where the dispute involves other university employees.

A Student Grievance Form is available for this purpose in the Office of the Vice President for Academic Affairs.

This notification shall contain a statement indicating the intention of the student(s) to proceed with the grievance, and the relief requested. The academic dean, appropriate supervisor, or designee, shall respond in writing to the student(s) within fourteen (14) days of receipt of the written, signed notice of grievance.

If the grievance is not resolved at the meeting with the supervisor, the student(s) may appeal to the area Vice President. The area Vice President shall consider the appeal and make a decision. The Vice President shall respond in writing to the student within fourteen (14) days of receipt of the written, signed notice of appeal. If the complaint is with the area Vice President, the student may appeal to the President of the University using the same process described above.

If the grievance is not resolved at the meeting with the area Vice President, the student(s) may appeal to the University President, who will consider the appeal and make a decision. The University President shall respond in writing to the student within fourteen (14) days of receipt of the written, signed notice of appeal. The decision of the President is final and binding.

### **Complaints to the Higher Learning Commission**

William Penn University is accredited by the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools (NCA). A student who wishes to file a complaint about William Penn University with the HLC should contact the Commission.

The Higher Learning Commission  
230 South LaSalle Street, Suite 7-500  
Chicago, Illinois 60604-1411 Phone: 800.621.7440 / 312.263.0456.  
Fax: 312.263.7462

[info@hlcommission.org](mailto:info@hlcommission.org)

### **Record Keeping**

The University maintains a record of written student complaints. All written student complaints will be filed with the Vice President for Academic Affairs. Summary information regarding student complaints are presented by the Vice President for Academic Affairs to the President's cabinet annually in June. Trends are reviewed and utilized in developing policies and procedures that mitigate further complaints or issues.

The log of complaints and resulting University actions is provided to the Higher Learning Commission of the North Central Association of Colleges and Schools, upon their request, and in compliance as a part of the University's periodic accreditation review.

Questions regarding student complaint/grievance policy and associated procedures should be directed to the Dr. Noel C. Stahle, Vice President for Academic Affairs at [stahlen@wmpenn.edu](mailto:stahlen@wmpenn.edu).

Students also may contact Dr. Stahle by phone at 641-673-1010.

### **Student Grievance Procedure**

A grievance is a complaint initiated by a student who believes he/she has been unfairly treated by an employee of the University or another student of the University. A grievance also maybe initiated if a student believes he/she has experienced a breach of a contractual relationship between him/herself and the University. The process to resolve grievances is noted below:

1. The student must make every reasonable effort to resolve the problem with the William Penn University employee.
2. The student consults first with the instructor/staff to understand the nature of the grievance – i.e. related to admission, program progress, advising, graduation, etc. The objective of the meeting is to allow all parties to reach a mutual understanding of the grievance(s). If no resolution is possible after this meeting with the instructor/staff:
3. The student may in writing (via email) request to meet with the Division Chair. The Chair must receive the written request within fourteen (14) calendar days of the meeting with the instructor/staff, which should include 1) the student's detailed response, 2) documentation supporting the student's grievance. The Chair will reply via email within seven (7) calendar days to set up a meeting. Chair and student will review all factors related to the grievance with the goal of seeking a fair and equitable resolution. If no agreement can be achieved:

4. All documentation concerning the grievance will be forwarded to the relevant Academic Dean (based on the relevant campus). The student may in writing (via email) within seven (7) days request to meet with the Academic Dean. As needed, the Dean may present the grievance to the Academic Council (AC) for review and counsel. The decision of the Academic Dean is final.
5. All parties in this grievance process agree to cooperate openly, respectfully, honestly, and in good faith.

## ACADEMIC POLICY FOR TRANSFER CREDIT

It is the student's responsibility to secure an official transcript from any previous institution. Transfer students have until the end of the first eight weeks of their first enrolled term to provide official transcripts to William Penn University. At the end of this period, if official transcripts have not been received, financial aid may be modified and academic credit will not be awarded for this prior work.

Policies relating to the acceptance of transfer credits are as follows:

1. All academic courses passed at another accredited (Regional or CHEA approved accreditation) degree granting institution may be accepted providing the overall grade point average for those courses is 2.0 or above. A minimum grade of "C-" is required in English Composition I and English Composition II. Only courses with a grade of "C-" or above will transfer for those students with an overall grade point average of less than 2.0. WPU may accept up to 94 credit hours as needed for the student's degree program at William Penn University.
2. A.A., B.A. and B.S. degree graduates of (Regional or CHEA approved) accredited degree granting institutions are accepted as having completed all Penn Leadership Core requirements, with the exception of LDRS 290 Quaker Values and LDRS 390 Contemporary Leadership.
3. Course work from non-accredited institutions will be accepted based on recommendations from the American Council on Education (ACE), the National Program for Noncollegiate Sponsored Instruction (PONSI), the College Level Examination Program (CLEP), the Defense Activity for Non-Traditional Education Support (DANTES, DSST), and individualized articulation agreements with other institutions. In some cases, credit may be granted through assessment of a documented portfolio.
4. Official transcripts of all work must be submitted for credit to be granted. Transcripts must be sent from the originating institution directly to the Office of the Registrar at William Penn University for traditional students; and to the College for Working Adults for CWA programs.
5. Coursework from non-United States institutions will be evaluated based upon receipt of an official line-by-line international credit evaluation performed by the World Education Services (<http://www.wes.org/index.asp>) or the AACRAO Foreign Education Credential Service (<http://www.ies.aacrao.org/evaluations/>). Please access their website to order evaluations to be sent to William Penn University.
6. Students desiring credit for military experience must provide an official transcript from AARTS (Army), SMARTS (Sailor/Marine), or the Community College of the Air Force or Joint Military Forces.
7. The Education Division only accepts transfer credits ten years old or less with a C- or above.
8. Upon admission, unless special circumstances are agreed upon, at least one-half of the total credit required for the baccalaureate degree in nursing are granted and applied to the program, based on active RN license and/or academic transfer credit. This qualifies students to transfer at the junior level. The Nursing Division only accepts transfer credits with a "C-" or above. Additional general education and support course credit may be transferred as determined by WPU Registrar.

### University Communication with Students

Students should read their William Penn University email regularly. Official communication with students will occur via University email.

For additional transfer credit information, contact Admissions or the Office of the Registrar.

## COORDINATING PROGRAMS

In addition to accepting an AA or AS degree, William Penn University has agreements with several Iowa community colleges which enable students to include their vocational course of study with their liberal arts studies.

Students who complete the requirements for the A.A.S. or AS/CO at these community colleges and the specified requirements for a coordinating program at William Penn University will receive a B.A. with the major specified below.

Specific course requirements for these coordinating programs are available in the offices of Admissions, the Registrar, and the Dean of the College of Arts, Sciences, and Professional Studies.

### DES MOINES AREA COMMUNITY COLLEGE

Bachelor of Arts with a major in Technical Studies for 23 AAS degrees from DMACC and a Bachelor of Science in Nursing for Nursing AAS degrees.



## INDIAN HILLS COMMUNITY COLLEGE

Coordinating programs are available in the following areas *and more*:

### IHCC Technical Program

Agricultural/Biofuels Process Technology  
Automotive Technology  
Aviation Maintenance Tech  
Bioprocess Laboratory Technology

Computer Networks and Security

Computer Software Development  
Construction Management  
Construction Technology  
Criminal Justice – AAS Degree  
Diesel Power Systems  
Digital Forensics

Early Childhood Associate  
Electronic Engineering Tech

Health Information Technology

Industrial Technology Education, AGS  
Degree

Laser/Electro-Optics Technology  
Machine Technology  
Nursing, Associate Degree

Paramedical Specialist  
Physical Therapist Assistant

Radiologic Technology

Robotics/Automation Technology

### William Penn Major

Industrial Technology  
Industrial Technology  
Industrial Technology  
Biology

Kinesiology

Applied Computer Science

Industrial Technology

Applied Computer Science

Industrial Technology

Industrial Technology

Sociology/Criminology

Industrial Technology

Applied Computer Science

Sociology – Criminology emphasis

Elementary Education

Applied Computer Science

Industrial Technology

Biology

Kinesiology

Secondary Education, Industrial Technology

Industrial Technology

Industrial Technology

Bachelor of Science in Nursing

Biology

Kinesiology

Biology

Biology

Kinesiology

Biology

Kinesiology

Industrial Technology

This agreement also covers the Bachelor of Arts with a major in Technical Studies for 28AAS degrees from Indian Hills Community College.

## IOWA CENTRAL COMMUNITY COLLEGE

A coordinating program available in the following area:

### Iowa Central

Nursing (AAS)

### William Penn University

Bachelor of Science in Nursing

## IOWA STATE UNIVERSITY

Students choosing to major in mechanical engineering enroll in a 3 + 2 program. They will attend William Penn University for the first three years, studying mathematics, physics, chemistry, computer science, engineering, economics, writing, and completing the Penn Leadership Core program. During your last two years of college, they will attend Iowa State University, Ames, Iowa, to complete a Bachelor of Science degree in Mechanical Engineering. Upon completing their college work, they will transfer the necessary credits back to William Penn University and receive their WPU B.A. in Mechanical Engineering from Penn in addition to the ISU B.S. degree in Mechanical Engineering.

## IOWA VALLEY COMMUNITY COLLEGE

Coordinating programs are available in the following areas and more:

### Iowa Valley CC

Broadcast/Mass Media Studies (AS/CO)  
Communications/Public Relations/Journalism (AA)  
Industrial Maintenance Technology (AAS)  
Nursing (AAS)

### William Penn University

Communications - Digital Broadcasting  
Communications - Digital Broadcasting  
Industrial Technology  
Bachelor of Science in Nursing

This agreement also covers the Bachelor of Arts with a major in Technical Studies for 30AAS and AS/CO degrees from IVCC District.

## **IOWA WESTERN COMMUNITY COLLEGE**

Coordinating programs (2+2) are available in the following areas and more:

### **Iowa Western CC**

Music (AA)  
Technical Music (AA)

### **William Penn Major**

Music  
Music Education K-12  
Communications Studies, Fine Arts Emphasis

This agreement also covers the Bachelor of Arts with a major in Technical Studies for 24 AAS degrees from IWCC.

## **KIRKWOOD COMMUNITY COLLEGE**

Coordinating programs (2+2) are available in the following areas and more:

### **Kirkwood**

CAD/Mechanical Engineering Technology  
Electronics Engineering Technology  
Construction Management Career Option  
Business Administration  
Computer Information Systems  
Information Technology Computer Science  
LAN Management  
Web Application Development  
Communications Media  
Criminal Justice  
Human Services  
Nursing, Associates Degree

### **William Penn University**

Industrial Technology  
Industrial Technology  
Industrial Technology  
Business Management or Accounting  
Software Engineering Computer Support Specialist  
Computer Science  
Information Technology  
Software Engineering w/Digital Broadcasting  
Communications Studies w/Journalism/Electronic Media  
Sociology w/Criminology  
Human Services  
Bachelor of Science in Nursing

This agreement also covers the Bachelor of Arts with a major in Technical Studies for 37AAS degrees from Kirkwood.

## **NORTH IOWA AREA COMMUNITY COLLEGE**

A coordinating program available in the following area:

### **Iowa Valley CC**

Nursing (AAS)

### **William Penn University**

Bachelor of Science in Nursing

## **SOUTHEASTERN COMMUNITY COLLEGE**

A student earning an AS in Drafting Technology/Manufacturing Specialization at SECC may transfer to William Penn University to complete a BA in Industrial Technology, Secondary Education. The specific coursework is outlined in the current articulation agreement.

Students who have completed their Associates in Applied Science degree in Nursing at Southeastern are able to complete their Bachelor of Science in Nursing at William Penn University.

## **SOUTHWESTERN COMMUNITY COLLEGE**

### **Southwestern**

Criminal Justice AA

Nursing AS

### **William Penn University**

Sociology with Criminology  
Human Services  
Bachelor of Science in Nursing

## **COST OF ATTENDANCE**

### **University Fees**

Graduation Fee .....	\$ 100.00
Transcripts .....	\$ 10.00

## Traditional Program

William Penn University makes every effort to develop financial assistance packages so that few students pay the entire cost of their college education. Endowment funds and gifts from individuals, corporations, foundations, and the Society of Friends (Quakers) provide additional income for student grants and scholarships. William Penn University makes every effort to hold down costs for our students. Occasionally, changing economics require adjustments to our costs. Nursing and Distance Learning costs may vary from the fees listed below. Contact the Business Office for more details.

### Costs At A Glance

	<i>Tuition</i>	<i>Meals*</i>	<i>Dorm Housing</i>	<i>Twin Towers Housing</i>	<i>Rosenberger Apartment Housing</i>	<i>Market Street Housing</i>	<i>Housing Deposit</i>	<i>General Fee</i>	<i>Medical Fee</i>	<i>Infra. Fee</i>	<i>*Technology Fee</i>
1 <sup>st</sup> sem	\$11,375	\$1,760	\$1,025	\$1,260	\$1,145	\$1,900	\$100	\$150	\$35	\$180	\$200
2 <sup>nd</sup> sem	\$11,375	\$1,760	\$1,025	\$1,260	\$1,145	\$1,900	\$100	\$150	\$35	\$180	\$200
Annual Totals	\$22,750	\$3,520	\$2,050	\$2,520	\$2,290	\$3,800	\$100	\$300	\$70	\$360	\$200

*\*The Technology Fee is only applicable to the Distance Learning and Nursing Students.*

### ***Tuition***

Full-time tuition charges (12 through 18 hours) are stated above. Part-time tuition is based on \$450 per semester hour of credit for those enrolled in 1 through 11 hours of credit. Hours above 18 are charged the full-time tuition charge and \$450 per credit hour over 18 hours.

### ***Meals***

All full-time residential students with the exception of Rosenberger residents must have a board plan. William Penn University offers two board plans.

- The standard board plan allows students to eat every meal available at the dining hall.
- The flex meal board plan allows students to eat any 14 meals during a one week period plus have an additional \$100/semester in Penn Bucks.

### ***Housing***

**\*\*Optional room rates:**

- Watson/Lewis Double Room - \$1,025 per semester or \$2,050 annually
- Watson/Lewis Single Room - \$1,325 per semester or \$2,650 annually
- Twin Towers Single Room - \$1,560 per semester or \$3,120 annually
- Twin Towers Double Room - \$1,260 per semester or \$2,520 annually
- Market Street – 2 Bedroom - \$2,275 per semester or \$4,550 annually
- Market Street – 4 Bedroom - \$1,900 per semester or \$3,800 annually

**#Optional Rosenberger apartment rates:**

- 1 or 2 bedroom/double occupancy - \$1,145 per semester or \$2,290 annually
- 1 or 2 bedroom/single occupancy - \$1,445 per semester or \$2,890 annually
- 1 or 2 bedroom/married couple/family - \$1,645 per semester or \$3,290 annually

Contact Student Services for additional housing information.

### ***Housing Deposit***

A \$100 per semester housing deposit is required. The \$100 is transferred from the student's account to a holding account. Once a student has notified Student Services, prior to the move out deadline, the student's account will be credited for \$100. Any charges assessed by Student Services as a result of check-out will be charged against that deposit. Please contact Student Services for more information.

### ***Student Health Insurance***

All full-time traditional students attending William Penn University MUST have health insurance, and any full-time traditional student may enroll in the university's student health insurance program by completing an enrollment form. If covered by a comparable health insurance policy the student must provide proof of insurance (a copy of the front and back of current health insurance card) and a signed waiver form to the Business Office by the date specified in their enrollment materials to avoid being charged for the health insurance.

### ***Medical Fee***

All full-time traditional students are billed \$35.00 per semester for a medical service fee. The following services are provided at William Penn University Campus Health Clinic or Mahaska Health Partnership: the diagnosis and treatment for minor illness or injury, routine healthcare and acute diagnosis.

### ***General Fee***

The General Fee is used to support administrative costs, student activities recognized by the University and \$55 in Penn Bucks. Part-time students are charged \$7.00 per credit hour.

### ***Infrastructure Fee***

The Infrastructure Fee is used for campus maintenance and development. Part-time students are charged \$12.00 per hour.

### ***Summer Term Charges***

Tuition is charged at a rate of \$250 per credit hour plus pro-rated fees. Summer housing is only available to students taking at least one credit hour during the summer sessions. Housing is charged at a rate of \$250 per month. The meal plan is not available. Contact Student Services for more information.

### ***Other Fees***

Application Fee .....	\$ 20.00
Tuition Deposit.....	\$ 50.00
Audit Fee Per Credit Hour.....	\$100.00
Elementary/Secondary Student Teaching Fee.....	\$300.00
Lab Fees.....	Vary
Private Music Lessons.....	\$200.00
NSF Charge.....	\$ 25.00
Duplicate Tax Form.....	\$ 25.00
Stop Payment Fee.....	\$ 30.00

## **PAYMENT OPTIONS**

### **Traditional Program**

Satisfactory payment arrangements must be made with the Business Office in writing if full payment cannot be made at the beginning of each semester. Students will not be registered or admitted to class unless the accounts are settled or appropriate arrangements completed. There is a 1% per month (12% annually) service charge on all outstanding balances due on a William Penn University student account. Academic records are placed on hold until balance is paid in full. Student tuition, fees, room, board, and other charges are payable with the following payment plans

#### ***1) Monthly Payment Plan***

The Tuition Pay Plan is administered by the Student Account Officer and provides a way to pay educational expenses through manageable monthly installments for each semester. The Tuition Payment Plan is not a loan, thus there are no interest charges. Prepayments may occur at any time without penalty. The first installment should be paid before the first day of class and remaining monthly payments are due by the 10<sup>th</sup> of each month. Late payments will be assessed a late fee of \$50. If you neglect to make your payment when due, you will be assessed a late fee of \$50, termination of the tuition payment plan, and your account will be charged a monthly service charge of 1%.

#### ***2) Work-Study Payment Plan***

This is NOT an interest free plan (12% APR). The amount of this plan cannot exceed your semester awarded amount. You must realize that this amount is not automatically credited to your account; you must obtain a job and work the necessary hours. Your monthly paychecks will then be automatically credited to your student account until the student account is paid in full if you sign up for this plan.

**Note:** Failure to meet financial obligations will result in the student's account being charged for associated collection costs, including late charges, collection agency fees, litigation costs, attorney fees, witness fees, and long-distance phone charges associated in collecting the account. Additionally, diplomas, transcripts, and certificates will not be released until all accounts with William Penn University are settled.

## FINANCIAL AID ASSISTANCE

### Traditional Program

#### STUDENT FINANCIAL ASSISTANCE

It is the purpose of the Financial Aid Office, located in the Penn Activity Center, Room 204, to assist the student in financial planning for college. In doing this, William Penn University attempts to make it financially possible for fully accepted students in a degree seeking or teacher certification program at William Penn University to experience the advantages of a college education. Generous gifts by alumni, trustees, and friends of the university, in addition to state and federal student assistance programs, make this possible.

The primary criterion for determining the amount of assistance a student is eligible to receive is the financial need of the student. The type or kind of assistance available is related to the financial need, enrollment status (determined at census day), housing plans, scholastic achievement, music/theater talent, and athletic ability of the student.

For more details, visit our website at [www.wmpenn.edu](http://www.wmpenn.edu).

## REFUND POLICIES

### Traditional Program

#### ***Institutional Policy for Refund of Credit Balances***

Credits showing on the student's account, created as a result of overpayments or from financial assistance, including loans, will be disbursed in full within 14 days from the date the credit was created. All credit balance refunds will be written on Wednesday and checks will be available on Friday in the Business Office. Charges may be incurred after credit balance is disbursed and payment for these charges is due immediately.

#### ***Refund Policy for Withdrawing from Class***

Students who choose to withdraw from any class are well advised to check with the Financial Aid Office regarding the effects of the withdrawal on their financial assistance. After the Census Day financial assistance and/or charges will not be refunded due to a partial withdrawal.

#### ***Refund Policy for Completely Withdrawing from the University***

A student who is withdrawing from William Penn University should pick up a withdrawal form from the Financial Aid Office and make an appointment with the Financial Aid Office. WPU will prorate tuition, room and meals according to the WPU refund schedule for a student that withdraws before the 60% point of the semester. All fees such as, but not limited to, general, infrastructure and lab, charged to the student's accounts are not refundable. William Penn University's refund schedule will be made available to all students at the beginning of each semester. The amount of the refund will be based on the percentage of the semester that has been completed. Financial assistance will be refunded to state, federal, and institutional programs based on a percentage of completion of the semester. If funds have been released to the student because of a credit balance on the student's account, then the student may be required to repay some of the financial assistance released to the student. Examples of the application of the refund policy are available upon request from the Financial Aid Office and/or Business Office.

#### ***Refund Policy for Administrative Withdrawal from the University***

Students who do not go through the official withdrawal process will be deemed to have attended through the last date of attendance that can be documented and will have their charges and financial assistance pro-rated according to the William Penn University refund schedule and the policies stated in the previous paragraph. Students may also be administratively withdrawn for non-attendance of all classes for a two week consecutive period.

#### ***Refund Policy for Dismissal from the University***

Residential students who are dismissed from the University must vacate their rooms within 24 hours. University housing is for enrolled students only. Tuition, fees, room, and/or meals will be refunded according to the William Penn University refund schedule.

#### ***Liability Waiver***

The University does not carry insurance on personal property for faculty, staff, students, or other workers while on campus, and is not responsible for the loss or damage of such property.

#### ***Audit Records of the University's Operations***

Each year William Penn University acquires the services of an independent auditing firm to perform an audit on the University's financial operations. A copy of this annual report is on file in the Wilcox Library of William Penn University.

## ACADEMIC INFORMATION AND POLICY

### **Accreditation**

William Penn University (WPU), a private, not-for-profit, post-secondary institution is accredited by the Higher Learning Commission and a member of the North Central Association, [www.ncahlc.org](http://www.ncahlc.org). The Higher Learning Commission's telephone number is (312) 263-7462. In addition, all certification and endorsement programs offered William Penn University's Division of Education are approved and accredited by the Iowa Department of Public Instruction, pursuant of Chapter 79, Code of Iowa.

**The Higher Learning Commission (HLC)** is an independent corporation and one of two commission members of the North Central Association of Colleges and Schools (NCA), which is one of six regional institutional accreditors in the United States. The Higher Learning Commission accredits degree-granting post-secondary educational institutions in the North Central region.

### **Academic Honesty**

Students at William Penn University are assumed to hold academic honesty in high regard. Cheating will be taken seriously, and disciplinary measures will be taken when appropriate. It is the student's responsibility to learn the academic standards and expectations of each professor.

Academic dishonesty refers to copying the work of others, using unauthorized aids while taking an examination, misrepresenting others' work as your own, or helping others engage in cheating. This list is not exhaustive, and individual professors may impose more specific definitions of what constitutes academic dishonesty. Professors have sole authority over assignment of grades, and use their best judgment in dealing with cases of academic dishonesty.

**Right of Appeal:** In the event students feel that the grade received is not accurate, they should submit a written request to the Academic Council via the Academic Dean within six weeks of the last day of the class. Students will be notified of the results in writing.

### **Academic Majors**

In addition to the Penn Leadership Core requirements, each student will complete a concentration in a major. Majors are offered by William Penn University in the following subject areas:

#### **College of Arts, Sciences, and Professional Studies**

##### ***Applied Technology Division***

Applied Computer Science

- \* Computer Science
- \* Information Technology
- \* Software Engineering

Industrial Technology *with Emphases in*

- \* Technical
- \* Industrial Management
- \* Engineering Technology

Mathematics

- \* General
- \* Applied

Mechanical Engineering (3 + 2) *with Iowa State University*

Education Endorsements

##### ***Business Administration Division***

Business Management

General Accounting

Public Accounting

Education Endorsements

##### ***Education Division***

K-12 Education Endorsement Areas

- \* Athletic Coaching
- \* English as a Second Language #
- \* Health
- \* Music
- \* Physical Education

#### Elementary Education K-6 Endorsement Areas

- \* Elementary Education #
- \* Health
- \* Reading (K-8) #
- \* Strategist I (K-8) #

#### Secondary Education 7-12 Endorsement Areas

- \* American Government
- \* American History
- \* Biology
- \* Business - General
- \* Chemistry
- \* Driver and Safety Education
- \* Earth Science
- \* English/Language Arts
- \* General Science
- \* Health
- \* Industrial Technology
- \* Journalism
- \* Mathematics
- \* Physical Education
- \* Physical Science
- \* Psychology
- \* Physics
- \* Sociology
- \* Speech Communication/Theatre
- \* Strategist I (5-12)

# Also offered in a Distance Learning format.

#### ***Health & Life Sciences Division***

##### *Biology with Emphases in*

- \* General Biology
- \* Environmental Studies
- \* Pre-Professional Studies
- \* Bio-Process Technology

##### Exercise Science

##### *Kinesiology with Emphases in*

- \* Sports Administration
- \* Wellness & Recreation

##### Education Endorsements

#### ***Humanities Division***

##### *Communications with Emphases in*

- \* Digital Communication
- \* English
- \* Fine Arts

##### Education Endorsements

##### Music

#### ***Nursing Division***

Bachelor of Science in Nursing degree completion (2+2) Must have RN License

#### ***Social & Behavioral Sciences Division***

##### *History/Government with Emphases in*

- \* General History/Government
- \* American History
- \* American Government
- \* Pre-law

##### Human Services

##### Psychology

##### *Sociology with Emphases in*

- \* General Sociology
- \* Criminology

##### Education Endorsements

### Academic Minors

Students may complete an academic minor. The minor consists of at least 15 hours in a particular discipline. Minors are available in the following subject areas:

Accounting	Applied Computer Science
Art	Biology
Business Management	Chemistry
Criminology	Earth Science
Digital Broadcasting	English
Economics	Health
Graphic Art	Industrial Technology
Human Services	Information Technology
Journalism	Mathematics
Kinesiology	Music
Physics	Psychology
Religion	Sociology
Theatre	

### Academic Honors

The Dean's List and President's List are announced after each semester of the regular academic year. They include names of all students enrolled in the University completing at least 12 semester hours of credit with a grade point average for the semester of 3.5-3.89 for the Dean's List and 3.9 and above for the President's List.

### Academic Probation and Dismissal

A student is making **satisfactory** progress toward graduation as long as the cumulative grade point average does not fall below the following minimums during any semester of attendance:

	<u>Credit Hours</u>	<u>CUM GPA</u>
Freshmen	0 – 27	1.7
Sophomore	28 – 57	1.9
Junior	58 – 87	2.0
Senior	88 – 124+	2.0

In the event a student's cumulative GPA does not meet the specified requirements, the student will be placed on Academic Probation for the following semester. During that probation semester, the student is limited to a maximum of 14 credit hours of new course work or a maximum of 16 credit hours if one or more courses are repeated.

Also, the student may be required to take the Academic Skill Building course and attend the Academic Resource Center and earn the minimum grade point average specified above or be pulled from extra-curricular activities. Although the criteria for satisfactory progress are defined by class standing and cumulative grade point average, **the University reserves the right to place a student on probation if the grade point average for any given semester falls below 1.7 for freshmen, 1.9 for sophomores, and 2.0 for juniors and seniors.**

Failure to achieve the specified grade point average will result in Academic Dismissal at the end of the probationary semester unless extenuating circumstances are demonstrated and an exception is granted by the respective Dean.

The student will be notified of that dismissal 1) by WPU email and 2) by registered mail.

### Academic Warning

Students whose *semester* GPA for any given semester does not meet the minimums established above will be placed on Academic Warning for the following semester. Although the Academic Warning will not be noted on the transcript, the student should meet with his/her advisor to develop a plan to raise the GPA to acceptable levels.

### Right to Appeal

A student who has been academically dismissed may appeal to the Dean and Academic Council. To appeal, students should follow carefully the instructions and guidance provided in the dismissal letter, including the deadlines for appealing. The Dean and Academic Council will give careful consideration to students who can 1) cite and document extenuating circumstances, 2) include a letter of support from his or her advisor or a supportive faculty member, and 3) provide a detailed and concrete plan for academic success.



### **Academic Resource Center**

The Academic Resource Center's mission is to promote independent learning within a secure environment, meeting the diverse needs of the William Penn community. Services available include CLEP testing, peer tutoring, and 1:1 private tutoring with ARC staff on a drop-in or scheduled basis. ARC provides a welcoming learning environment for all students. A schedule of peer tutors and operating hours is announced at the beginning of each semester.

### **Advising System**

Students are assigned a faculty advisor for individual guidance when they first enroll. Students may change advisors at any time by contacting the Office of the Registrar. The major emphasis of the advisory system concerns the academic program of students, but the advisor also serves as a role model and mentor. While the advisor is expected to help the student in scheduling courses, academic planning and success are ultimately the responsibility of the student.

### **Athletic and Extracurricular Eligibility**

William Penn University is affiliated with the National Association of Intercollegiate Athletics (NAIA) and adheres to its policies regarding eligibility to participate in intercollegiate athletics. The University and the conferences with which William Penn is voluntarily affiliated may establish additional eligibility requirements.

In order to be eligible, freshmen must meet two of the following three requirements: A 2.0 high school GPA; a ranking in the top 50% of their graduating class; an ACT score of 18 or an SAT equivalent. Transfer student eligibility will be determined on a case by case basis. Contact the Athletics Compliance Officer for additional information.

Students on Academic Probation at William Penn University may be ineligible to practice or compete in intercollegiate athletics and may not be allowed to represent the University in any extracurricular activities.

The Judicial Board of William Penn reserves the right to issue sanctions for violating campus policies. Students who violate campus policy may not be allowed to participate in athletics and extracurricular activities.

### **Attendance Policy**

Student engagement and active participation in the learning process is critical to quality instruction. Students are expected to be in class on time every time, without exception.

1. Students are responsible for notifying the instructor(s) before they miss class. In those rare instances when students find it impossible to be in class for good cause, they are expected to make arrangements with the instructor as much ahead of time as possible.
2. Students will not be penalized for missing class for university-sponsored events, provided:
  - (a) the student makes prior arrangements with the professor(s) to make up class work.
  - (b) the university-sponsored event is verified through proper channels (e.g., e-mail from coach or event sponsor).

However, regardless of the reason for missing class, the real issue is not just being excused, but being personally responsible for the learning that was missed. Faculty will facilitate the learning process to the best of their ability and time, but students are expected to take primary responsibility for making up missed assignments in a timely manner.

Any student who fails to attend a specific class during the first week of a semester may lose his or her seat in the class.

In accordance with federal guidelines, any student who is recorded as Absent (unexcused) in all classes for a period of two consecutive weeks may be administratively withdrawn from the University. Presence in athletic or other student activities will not preclude that withdrawal.

### **Auditing Classes**

Students who desire to audit a course must indicate this at the time of registration and obtain permission from the instructor. The audit fee is \$100 per credit hour.

### **Calculating Major, Emphasis, and Minor GPA**

When calculating the GPA, all courses required for a given program taken at William Penn University will be used, including those listed under such headings as "Other required courses," or "Required supporting courses."

### **Calendar (Academic)**

The academic year at William Penn University consists of a 16-week fall semester, a 16-week spring semester, and a summer session. The Fall Semester begins in late August and ends before Christmas. The Spring Semester extends from January to May. A Summer Session is available which allows students to take up to 18 credit hours. The College for Working Adults operates on a separate academic calendar designed specifically to meet the needs of students enrolled in those degree programs.

### **Career Development**

William Penn University provides an academic program that stresses the fusion of liberal arts with career development and leadership skills. Faculty members assist students in planning a course of study that provides the skills necessary to meet the demands of various career pursuits.

**Career Services** offers a variety of career development and job search assistance. Starting with career planning, the services continue with career counseling, career information and exploration, job search strategies, outreach programming, part-time and summer job information, internships, and more. Assistance is available regarding resumes, cover letters, credential files, interviewing, company profiles, and a host of resources. Graduate school information is also available in Career Services, and all services are extended to William Penn alumni.

### **Classification**

Students are classified according to the number of semester credit hours completed.

	<b><u>Credit Hours</u></b>
Freshman	0 - 27
Sophomore	28 - 57
Junior	58 - 87
Senior	88 - 124+

### **Counseling Center**

The Counseling Center provides individual and group counseling for students experiencing personal, emotional, and academic concerns.

### **Course Load**

Full-time enrollment is 12-18 credit hours per semester. Students who enroll for more than 18 hours pay additional tuition and must have permission from the respective Dean. A student Conditionally Admitted or on Academic Probation is limited temporarily to 14 semester hours of new course work.

### **Course Numbering**

Courses numbered 100 to 299 are designed for freshmen or sophomores, but are available to other students. Courses numbered 300 to 399 are designed primarily for juniors and seniors, but are available to qualified sophomores if all prerequisites have been met. Courses numbered 400 to 499 are designed for seniors only.

### **Credit By Examination**

William Penn University accepts a maximum of 32 credit hours by examination, with AA students limited to 16. Hours earned through credit by examination are recorded on the student's transcript, but will not affect the cumulative GPA. Credit awarded for national testing programs, such as AP, CLEP and DANTES, will be based on their recommended scores. Credit for institutional tests will be evaluated on a case by case basis. Credit by examination will not be awarded in duplication of college courses already taken and is recorded only for regularly matriculated students.

### **Degrees**

William Penn University grants the Master of Business Leadership, Bachelor of Science in Nursing, Bachelor of Arts and Bachelor of Science. Associate of Arts in Leadership Studies degrees are available through the Distance Learning program and CWA.

### **Degree Requirements - Bachelor of Arts/Bachelor of Science**

Students must satisfy the degree requirements of any one catalog in effect during their attendance. Students who have had a five-year or more interruption of their college courses at William Penn must use either the catalog of re-entry or one of a later year. In order to receive a degree, students must have fulfilled the requirements as set forth in the catalog. A bachelor's degree requires 124 semester hours of degree applicable credit with a minimum grade point average of 2.0 in all courses taken at Penn and in all courses comprising a major and minor. Some majors have more stringent GPA requirements.

All degree candidates must complete a minimum of thirty credit hours at William Penn University, with the last fifteen credit hours completed at William Penn University. Additionally, a minimum of six credit hours in the major numbered 300 or above must be completed at William Penn University.

Students enrolled in the Education Division BA Distance Learning Program must meet the requirements of the Education Division.

**Adult learners enrolled in the College for Working Adults program must meet the requirements set forth by the College for Working Adults.**

Students who intend to graduate within one year must file a Declaration of Intent to Graduate form available from the Registrar's Office. This application constitutes a request for an evaluation by the Registrar's Office, and students are strongly encouraged to schedule a personal interview with their Academic Advisor and the Registrar to review graduation requirements. **The student is responsible for meeting all graduation requirements.**

The University reserves the right to alter graduation requirements and will make every effort to ensure that such changes do not cause undue hardship for currently enrolled students.

Right of Appeal: In the event students feel that the evaluation of course work and/or transfer credits is not accurate, they should submit a written request to the Academic Council via the Dean of the respective college. Students will be notified of the results in writing.

**Disabilities**

A student who plans to request accommodations must first disclose their disability to the Coordinator of the Office of Services for Students with Disabilities (OSSD) by submitting a report that documents his or her disability and related needs in a timely fashion. Documentation guidelines are available on request. The OSSD is dedicated to improving the education experience of students with disabilities. This office provides access, accommodations, and advocacy for William Penn University students who have documented disabilities. Various factors influence the decision for each individual student – the Americans with Disabilities Act (1990), Section 504 of the Rehabilitation Act (1973), the student's diagnosis and documentation of strengths and weaknesses, and the specific William Penn University course and its requirements.

The OSSD Coordinator assists qualified students with disabilities and serves as a confidential contact for these students to discuss policies, procedures, and academic and personal concerns. The Coordinator provides information, accommodation requests, referral, support, and consulting services to assist the University community in meeting its obligations for students with disabilities.

**Service Animals**

Service Animals are permitted on campus but may not reside in housing without prior notification and registration with Residence Life staff. Support animals may be permitted on campus on a case-by-case basis. Before bringing a support animal onto campus grounds, the requesting individual must submit a request and appropriate supporting documentation. Requests for a support animal will be evaluated by the appropriate office.

**Grading System**

Course grades are assigned as follows:

A = 4.0 grade points	D = 1.0 grade points
A- = 3.7 grade points	D- = 0.7 grade points
B+ = 3.3 grade points	F (Failure) = No points
B = 3.0 grade points	P (Pass) = No points
B- = 2.7 grade points	I (Incomplete) = No points
C+ = 2.3 grade points	W (Withdrawal) = No points
C = 2.0 grade points	CR (Credit) = No points
C- = 1.7 grade points	NC (No credit) = No points
D+ = 1.3 grade points	AU (Audit) = No points

Grades are submitted at the conclusion of each academic term. Incomplete grades may be changed up to six weeks into the following semester. All other requests for grade changes must be submitted to the Dean within six weeks of the last day of class. Grades can be changed only if:

1. The student received an Incomplete for a course and subsequently completed the requirements.
2. The grade was miscalculated or a clerical error was made.
3. The class is later repeated at William Penn University.
4. The grade is appealed through the Academic Council.

Credit/No Credit Option

Students in good standing will be allowed to register for one course per semester on a Credit/No Credit basis, for a maximum of 24 credit hours, but it cannot count in the student's major, minor, Penn Leadership Core, or in professional education courses. The student must declare the intention to take the Credit/No Credit option by completion of the seventh day of the semester. The student has the opportunity to change a course from a Credit/No Credit option to a letter grade by the end of the ninth week of the semester. CR or NC grades do not affect a student's GPA.

Incomplete Grades

The student must have a current passing grade in the course when requesting the incomplete. Students must file a "Request for an Incomplete" in the Registrar's Office by the last day of class for the semester. The form must have his or her signature, the faculty signature, and the Division Chair signature. The faculty member must enter the last date of attendance on the form.

At the deadline (the end of the sixth week of the next semester) an uncorrected incomplete grade will automatically become "F." No further grade changes will be possible after the end of the sixth week of the next semester. An exception to this policy will be considered by the Academic Council, based on a student's appeal letter and recommendation of the faculty member involved.

#### Repeated Courses

Additional credit will not be given for a repetition of the same course unless noted in the catalog. When a course is repeated to improve a grade, the higher grade will be used in computing the student's GPA.

#### **Graduation with Honors**

To be eligible for honors at William Penn University, the student must complete a minimum of 44 credit hours at William Penn University. Honors are based only on credit earned at William Penn University. Honors are categorized by Summa Cum Laude (3.9 - 4.0 GPA), Magna Cum Laude (3.8 - 3.89 GPA), and Cum Laude (3.5 - 3.79 GPA), recorded on the permanent record of the student, and recognized at the graduation ceremony.

#### **Late Registration**

Students will not be allowed to register after the seventh day of the semester without authorization of the Dean and instructors.

#### **Schedule Changes**

Students may obtain Change of Registration forms online through Eagle. The completed form is returned to the Registrar.

The following procedures apply in making changes in registration:

1. Students may add courses for the fall or spring semesters until the completion of the seventh day of classes of that semester with the instructors' permission. After the seventh day a student must obtain permission of the respective Dean and the course instructor.
2. Students may drop courses until the completion of the seventh day of classes of the fall or spring semesters and the course will be deleted from the student's record.
3. Students may withdraw from courses until the end of the ninth week of the semester. If a student withdraws from a course after the seventh day of classes and prior to the end of the ninth week, a grade of "W" will be recorded and will not affect the student's grade point average. After the ninth week of the semester, a course cannot be removed from the student's record. All withdrawals require signatures.
4. The last date to change a course from Credit/No Credit to a letter grade is the end of the ninth week of that semester.
5. All changes of registration for students participating in athletics requires the Athletic Compliance Officer's signature.
6. Students may withdraw from the university [including all unfinished courses] through the last day of classes. [not the last day of exams]

#### **Senior Citizens Program**

William Penn University provides study opportunities for persons 65 years of age and older. Senior citizens may audit or take one (1) course free of charge each semester at the traditional campus in Oskaloosa. This includes only face to face classroom instruction and does not include course offerings through the College for Working Adults (CWA), Distance Learning, independent studies or correspondence courses. This program is offered only if seats are available in the requested course and section.

#### **Transcripts**

In compliance with federal law as established by the Family Education Rights and Privacy Act (FERPA) of 1974 as Amended, transcripts will not be issued without the written consent of the student, as demonstrated by an original signature of the student approving the release of the transcript. Transcripts Request forms are available in the Registrar's Office and on the William Penn web site at [www.wmpenn.edu](http://www.wmpenn.edu). Transcripts can be requested as follows:

In Person: Penn Hall, Room 220  
By Fax: Fax request to (641) 673-1390  
By Mail: Office of the Registrar  
William Penn University  
201 Trueblood Avenue  
Oskaloosa, IA 52577

All requests must include the following information:

Full name (and any former names, i.e., maiden name)  
Social security number  
Date of birth  
Current mailing address  
Daytime phone number  
Address to which the transcript is to be mailed  
Original signature

\$10.00 for each transcript, payable by check, cash, money order or credit card. Transcripts will not be issued if the student has outstanding financial obligations at William Penn University, (including assigned Federal Perkins Loans).

## ACADEMIC AFFAIRS

The faculty and staff have identified four foundational principles that, taken together, describe the mission of the complex organization called William Penn University. The central responsibility of Academic Affairs is to carry out curricula and other activities that facilitate the achievement of these purposes. Our contribution is to provide our students with a solid intellectual foundation for future service, a lifetime of learning, enlightened leadership, and ethical practice. For these reasons, the main focus is on the companion activities of teaching and learning. The University mission statement focuses these activities in order to achieve the learning outcomes necessary for leaders. And, at the same time, the highly educated scholars who make up the faculty are an intellectual resource that is of great current and potential value to the community of Oskaloosa, Mahaska County, Southeastern Iowa, and the Nation, and to their respective disciplines.

## ACADEMIC ORGANIZATION

### The Curriculum

The curriculum of William Penn is organized to provide a student with three elements:

1. An integrated sequence of courses in the Penn Leadership Core designed to offer the student opportunities to achieve learning outcomes.
2. A major concentration in a selected field of personal interest.
3. An optional minor concentration in a selected field of personal interest.

### Divisions of Instruction

#### College of Arts, Sciences and Professional Studies

##### Division: Applied Technology

Co-Chairs: Jim Drost and Jim Hoeksema

##### Division: Business Administration

Chair: Lance Edwards

##### Division: Education

Co-Chairs: Susan Boxler and Cathy Williamson

##### Division: Health and Life Sciences

Chair: Gary Christopher

##### Division: Humanities

Chair: Anita Meinert

##### Division: Nursing

Chair: Brenda Duree

##### Division: Social and Behavioral Sciences

Chair: Michael D. Collins



### DISCIPLINE CODES

APCS Applied Computer Science  
 APSC Applied Science  
 ART Art  
 BIOL Biology  
 BUSI Business Administration  
 CHEM Chemistry  
 COMM Communications  
 EASC Earth Science  
 EASL English as a Second Language  
 ECON Economics  
 EDSP Special Education  
 EDUC Education  
 ENGL English  
 ENGR Engineering  
 GCOM Graphic Communication  
 HIST History  
 HS Human Services  
 INDU Industrial Technology

INTR Interdisciplinary  
 LDRS Penn Core  
 MATH Mathematics  
 MUAP Applied Music  
 MUSI Music  
 NURS Nursing  
 PHLA Physical Education Activity  
 PHLE Physical Education  
 PHSC Physical Science  
 PHYS Physics  
 PLSC Political Science  
 PSYC Psychology  
 RELI Religion  
 SOCI Sociology  
 THEA Theatre

## LEADERSHIP CORE

The Penn Leadership Core is comprised of two areas of studies: 1) the Mission Core and 2) the Liberal Arts Core. By completing the Penn Leadership Core, students are given an opportunity to learn leadership skills and knowledge with a foundation in the liberal arts. The Penn Leadership Core requires the completion of 39-42 total credit hours.

### Mission Core Requirements

The Mission Core consists of 21 credit hours of coursework (8 courses) intentionally selected to support the three components of the William Penn University Mission statement: 1) leadership, 2) technology and 3) Quaker values. Mission Core coursework emphasizes communication, aesthetic awareness and appreciation, technology, values and the practice of self-assessment, self-reflection and critical thinking.

### Liberal Arts Core Requirements

The Liberal Arts Core consists of 18-21 credit hours of coursework (6 courses). These courses provide a diverse program of study necessary for liberal arts education. The areas of study include mathematics, natural science, humanities, social and behavioral science, history and religion.

### Sequence of Study

Course designated at the 100 or 200 level should be taken during the student's first two years while those designated at the 300 level should be taken during the last two years. Many of these courses include prerequisites. Transfer students with an A.A. degree are required to take only two (2) courses – Quaker Values and Contemporary Leadership – to fulfill Penn Leadership Core requirements. Any Penn Leadership Core requirement satisfied prior to Fall 2012 may be substituted for the corresponding Penn Leadership Core requirement listed below.

### Mission Core Requirements

LDRS 100	College Foundations	2
LDRS 101	English Composition I*	3
LDRS 102	English Composition II*	3
LDRS 105	Computers and Technology*	3
LDRS 200	Principles of Communications*	3
LDRS 220	Arts and Society I or LDRS 221: Arts and Society II*	3
**LDRS 290	Quaker Values	1
**LDRS 390	Contemporary Leadership*	3

**Total Mission Core** **21**

\*See course description for prerequisite or placement criteria.

\*\*Required by all graduates of William Penn University

### Liberal Arts Core Requirements

Liberal Arts Core Requirements are satisfied by passing, testing out of, or transferring equivalent credit for at least three credit hours under each of the six requirement areas below. Liberal Arts Core for the BSN degree has no Humanities or Religion requirement.

#### Requirement Area 1: Mathematics

<i>At least one of the following courses</i>		<i>Credit Hours</i>
MATH 105	Math for Leaders*	3
MATH 140	College Algebra & Trigonometry*	4
MATH 303	Statistical Methods*	3
Any course with MATH 140 as a prerequisite (MATH 241, MATH 242, etc.)		3-4

#### Requirement Area 2: Science

Any lab science course*: biology, chemistry, earth science, or physics	3-5
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#### Requirement Area 3: Humanities

At least one of the following courses:

LDRS	220	Arts and Society I* (unless taken in the Mission Component)	3
LDRS	221	Arts and Society II* (unless taken in the Mission Component)	3
EDUC	265	Reading Children's Literature (for education majors only)	
ENGL	220	Introduction to Literature*	3
Any ART*, MUSI*, MUAP*, or THEA* class			3

#### Requirement Area 4: Social and Behavioral Science

At least one of the following courses:

PSYC	102	Introduction to Psychology	3
PSCY	108	Life-Span Psychology	3
SOCI	101	Introduction to Sociology	3
SOCI	123	Sociology of Contemporary Issues	3
PSYC	203	Developmental & Educational Psychology* (for education majors only)	3

#### Requirement Area 5: History

At least one of the following courses:

HIST	130	American History to 1900	3
HIST	132	American History, 1900-1945	3
HIST	134	History Since 1945	3
HIST	216	Perspectives in World History	3
HIST	217	Perspectives in American History	3
HIST	234	American Black History	3
HIST	236	America in the Modern World	3
HIST	318	Women in American History	3

#### Requirement Area 6: Religion

Any Religion course 3

**Total Liberal Arts Core 18-21**

\*See course description for prerequisite or placement criteria.

## COLLEGE OF ARTS, SCIENCES, AND PROFESSIONAL STUDIES

To support the mission of the University, The College of Arts, Sciences, and Professional Studies strives:

- to provide students the knowledge and experience base to aid in their social and leadership development
- to enhance the communication and problem-solving skills of students in an open and questioning learning environment
- to develop in students a level of self-awareness so they may achieve personal success and commitment to excellence in a diversified world.

## APPLIED TECHNOLOGY DIVISION

As a pioneering academic division, we provide an exciting, nurturing learning community that:

- requires academic excellence and strong social development and seeks to develop problem solving and leadership skills.
- welcomes learners with a wide range of abilities and backgrounds.
- approaches our task with a visionary and collaborative spirit, practicing the responsible use of technology and quality management principles.

**Majors** are available in

Applied Computer Science  
 Computer Science  
 Information Technology  
 Software Engineering  
 Applied Mathematics  
 General Mathematics  
 Industrial Technology *with Emphases in*  
     Engineering Technology  
     Industrial Management  
     Technical  
 Mechanical Engineering  
 3 + 2 Program with Iowa State University

**Minors** are available in

Applied Computer Science  
 Industrial Technology  
 Information Technology  
 Mathematics  
 Physics

**Secondary Teaching Endorsements** are available in

Industrial Technology  
 Mathematics  
 Physics

## APPLIED COMPUTER SCIENCE MAJOR

The mission of Applied Computer Science is to provide students with a basic proficiency in computer science and the skills necessary to adapt to changing environments through a mixture of fundamental theory, problem solving, and application utilizing relevant technology, as well as to provide individuals selecting these programs a nurturing learning environment in which to develop understanding of foundational concepts and methodologies and opportunities for teams to expand that knowledge through laboratory experiences, major projects, participation in off-campus professional meetings or internships.

Students in Applied Computer Science take the common Computer Science/Mathematics Core and select a major in Computer Science, Information Technology or Software Engineering, as well as an application area minor.

**Computer Science/Mathematics**

CORE Required courses 37 hours

APCS	205	Algorithms & Programming	4
APCS	220	Computer Organization & Digital Circuits	3
APCS	242	Computer & Network Management	3
APCS	265	Systems Analysis & Design Methods	3
APCS	312	Operating Systems	3
APCS	326	Database Mgmt Information Systems	3
APCS	336	Web Programming	3
APCS	360	Software Engineering Project	3
APCS	390	Professional Development Seminar	2
MATH	140	College Algebra/Trigonometry	4
MATH	211	Discrete Mathematics	3
MATH	303	Statistical Methods (or higher Stats)	3



## COMPUTER SCIENCE MAJOR

### Computer Science

#### MAJOR Required courses

26 hours

APCS	305	Programming Techniques	1
APCS	345	Numerical Analysis Methods	3
APCS	350	Data Structures & Algorithm Analysis	4
APCS	395	Prof Dev Seminar II (research)	1
MATH	212	Intro to Abstract Math	3
MATH	241	Calculus I	4
PHYS	211	College Physics I	5
PHYS	212	College Physics II	5
Computer Science/Math Core			37
Computer Science Major			26
<b>Total *</b>			<b>63</b>

\* Plus an approved minor

## INFORMATION TECHNOLOGY MAJOR

### Information Technology Major

Required courses 22 hours

APCS	112	Communications Computer Applications	3
APCS	116	G.I.S.	3
APCS	114	Business Computer Applications	3
APCS	215	Visual Programming	3
APCS	311	Networks	3
APCS	344	Training Practicum	1
APCS	346	Information & Security Assurance	3
BUSI	230	Principles of Management	3
ENGL	215	Business & Technical Writing	3

Computer Science/Math Core			37
Information Technology Major			22
<b>Total *</b>			<b>59</b>

\* Plus an approved minor

## SOFTWARE ENGINEERING MAJOR

### Software Engineering MAJOR

Required courses 22 hours

APCS	114	Business Computer Applications	3
APCS	215	Visual Programming	3
APCS	311	Networks	3
APCS	350	Data Structures & Algorithm Analysis	4
APCS	355	Testing & Quality Assurance	3
APCS	370	Systems Implementation	3
BUSI	230	Principles of Management	3

Computer Science/Math Core			37
Software Engineering Major			22
<b>Total *</b>			<b>59</b>

\* Plus an approved minor

## MATHEMATICS

The mission of Mathematics is to provide:

- (1) students the opportunity to develop and acquire necessary undergraduate knowledge in a variety of related mathematics topics and essential skills to utilize mathematics in changing environments through a mixture of problem solving, application, and fundamental theory.
- (2) individuals who select the study of mathematics a nurturing learning environment in which to develop foundational concepts, growth and mathematical maturity, related applications, and the appreciation and use of theoretical rigor.

### Mathematics CORE

Required courses 23 hours

APCS 205	Algorithms & Programming	4
MATH 211	Discrete Mathematics	3
MATH 212	Intro to Abstract Mathematics	3
MATH 241	Calculus I	4
MATH 242	Calculus II	4
MATH 353	Linear Algebra	3
MATH 390	Professional Development Seminar	2

## GENERAL MATHEMATICS MAJOR

Required courses 28-30 hours

MATH 335	Differential Equations	3
MATH 336	Mathematical Statistics	3
MATH 343	Calculus III	4
MATH 354	Abstract Algebra	3
MATH 395*	Professional Development II	1
PHYS 211	College Physics I	5

*Three of the following* 6-8

MATH 332	Geometry
MATH 339	History of Mathematics
MATH 345	Numerical Analysis Methods
PHYS 212	College Physics II

**\*Math 395 will include a project on real analysis**

<b>Math Core</b>	23
<b>General Math Major</b>	28-30
<b>Total</b>	<b>51-53</b>

## APPLIED MATHEMATICS MAJOR

### Applied Mathematics MAJOR

Required courses 16-19 hours

MATH 345	Numerical Analysis Methods	3
MATH 395	Professional Development Seminar II*	1

*One or more of the following courses* 3

MATH 303	Statistical Methods	3
MATH 336	Mathematical Statistics	3

<i>Three of the following courses</i>		9-12
MATH 332	Geometry	
MATH 335	Differential Equations	
MATH 339	History of Mathematics	
MATH 343	Calculus III	
MATH 354	Abstract Algebra	
PHYS 211 or 212 College Physics I or II (either course, not both)		

At least 21 credits in some other area, including an approved minor. 21+

\*MATH 395 will include a project applying mathematics to the second area of study.

<b>Math Core</b>	23
<b>Applied Math Major</b>	16-19
<b>Approved Minor</b>	21+
<b>Total</b>	<b>60+</b>

## INDUSTRIAL TECHNOLOGY MAJOR

The Technology area allows students to focus their studies in industrial technology or engineering. The two areas complement and support each other in terms of classes, equipment, and learning spaces.

Industrial technology majors may choose emphases in technical, industrial management, engineering technology, or a grade 7-12 teaching endorsement. Students choosing mechanical engineering participate in a 3+2 program, attending William Penn University for the first three years, and then continuing their education at Iowa State University, Ames, Iowa.

The mission of Industrial Technology is to help men and women become the outstanding leaders of the 21st century-- broadly educated, technologically adept, and solidly prepared for an outstanding career. Leadership development is at the heart of everything we do. In addition, responsible technology use, global quality movement, cutting edge of technology, and a visionary outlook are all critical dimensions of this study.

### Technical EMPHASIS

Required courses 25-26 hours

ENGR 101	Engineering Graphics I	3
ENGR 102	Engineering Graphics II	3
INDU 107	Industrial Wood Processes	3
ENGR 125	Industrial Metal Processes	3
ENGR 215	Materials & Processes	3
INDU 221	Applied Mechanical Engineering Tech.	4
INDU 227	Electrical Energy & Circuits	4
INDU 357	Internship <b>or</b>	
INDU 390	Professional Development Seminar	3-2
INDU/ENGR	Electives	14
APCS	Electives	6

**Total Technical Emphasis 45-46**

### Industrial Management EMPHASIS

Required courses 25-26 hours

ENGR 101	Engineering Graphics I	3
ENGR 102	Engineering Graphics II	3
INDU 107	Industrial Wood Processes	3
ENGR 125	Industrial Metal Processes	3
ENGR 215	Materials & Processes	3
INDU 221	Applied Mechanical Engineering Tech.	4

INDU 227	Electrical Energy & Circuits	4
INDU 357	Internship or	
INDU 390	Professional Development Seminar	3-2
INDU/ENGR	Electives	14

#### **Business Management MINOR**

Required courses 15 hours

BUSI 130	Contemporary Business	3
BUSI 201	Principles of Accounting I	3
BUSI 230	Principles of Management	3

*Six hours from the following*

BUSI 332	Operations Management	6
BUSI 334	Marketing Management	
BUSI 336	Human Resource Management	
BUSI 338	Financial Management	

BUSI Electives		6
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APCS Electives		6
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<b>Total Industrial Management Emphasis</b>		<b>66-67</b>
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#### **Engineering Technology EMPHASIS**

Required courses 70-73 hours

APCS 205	Algorithms & Programming	4
APCS 220	Computer Organization & Digital Circuits	3
APCS 345	Numerical Analysis Methods	3
ENGR 101	Engineering Graphics I	3
ENGR 102	Engineering Graphics II	3
ENGR 125	Industrial Metal Processes	3
ENGR 215	Materials & Processes	3
INDU 227	Electrical Energy & Circuits	4
ENGR 327	Engineering Thermodynamics	3
ENGR 341	Statics	3
ENGR 342	Dynamics and Kinematics	3
ENGR 343	Mechanics of Materials	3
INDU 350	Manufacturing Technology	4
INDU 357	Internship <i>or</i>	3
INDU 390	Professional Development Seminar	2
MATH 211	Discrete Mathematics	3
MATH 241	Calculus I	4
PHYS 201	General Physics I <b>or</b>	
PHYS 211	College Physics I	4-5
PHYS 202	General Physics II <b>or</b>	
PHYS 212	College Physics II	4-5

*Eleven hours from the following*

APCS 116	GIS	11
APCS 265	Systems Analysis and Design Methods	
INDU 223	Welding Technology	
INDU 226	Industrial Metal Processing	
INDU 311	Production Tooling and Machine Design	
INDU 315	Industrial Plastics	

INDU	329	Graphics
INDU	333	Industrial Electronics
INDU	335	Computer Numerical Control (CNC)
INDU	346	Alternate Energy

**Total Engineering Technology Emphasis**

**70-73**

## MECHANICAL ENGINEERING MAJOR

Students choosing to major in mechanical engineering enroll in a 3+2 program. They will attend William Penn University for the first three years, studying mathematics, physics, chemistry, computer science, engineering, economics, writing, and completing the Penn Leadership Core program. During the last two years of college, they will attend Iowa State University, Ames, Iowa to complete a Bachelor of Science degree in mechanical engineering. Upon completing their college work, they will transfer the necessary credits to William Penn University and receive their WPU B.A. in addition to the ISU B.S. degree in mechanical engineering.

### Program Requirements

While attending William Penn University:

#### Year 1 –

ENGR	101	Engineering Graphics I	3
ENGR	102	Engineering Graphics II	3
ENGR	125	Industrial Metal Processes	3
ENGR	215	Materials & Processes	3
LDRS	100	College Foundations	2
LDRS	101	English Composition I	3
LDRS	102	English Composition II	3
LDRS	105	Computers & Technology	3
MATH	140	College Algebra & Trig (depending on Math assessment)	4
MATH	241	Analytical Geometry & Calculus I	4
APCS	205	Algorithms & Programming (or Year 2, depending on schedule)	4
PSYC 102/108 or SOC 101/123		Psychology or Sociology	3

**34-35**

#### Year 2 –

ENGR	341	Statics	3
LDRS	200	Principles of Communication	3
LDRS	217	Perspectives in American History or HIST 234 or HIST 318	3
LDRS	220	Arts & Society I or LDRS 221 Arts & Society II	3
MATH	242	Calculus II	4
MATH	343	Calculus III	4
PHYS	211	College Physics I	5
PHYS	212	College Physics II	5
* INDU	227	Electrical Energy & Circuits	4

**34**

#### Year 3 –

APCS	345	Numerical Analysis Methods	3
CHEM	101	General Chemistry I (or Year 1, depending on schedule)	4
* ECON	211	Principles of Microeconomics/ECON 212 Principles of Macroeconomics	3
ENGR	342	Dynamics	3
ENGR	343	Mechanics of Materials	3
* ENGR	327	Engineering Thermodynamics	3
LDRS	290	Quaker Values	1

ART/MUSI/THEA (or Year 1, depending on schedule)			3
RELI	300	Comparative Religion	3
LDRS	390	Contemporary Leadership	3
MATH	335	Differential Equations	3
MATH	336	Mathematical Statistics	3
			<b>35</b>

**Total Hours taken at William Penn University**

**103-104**

While attending Iowa State University:

**Year 4 –**

	LIB	160	Library Instruction	.5
	MatE	273	Introduction to Materials	3
	ME	202	Career Planning	R
*	ME	231	Engineering Thermodynamics I	3
	ME	270	Intro to Mechanical Engineering Design	3
	ME	324	Manufacturing	3
	ME	325	Mechanism and Machine Design	4
	ME	332	Engineering Thermodynamics II	3
	ME	370	Engineering Measurements & Instrumentation	3
*	EE	442	Introduction to Circuits and Instruments	2
	EE	448	Intro to AC Circuits and Motors	2
*	Gen Educ American Diversity/International Perspective			6
*	ECON 201/202			3
				24.5-36.5

**Year 5 -**

ME	335	Fluid Flow	3
ME	421	Mechanical Systems and Control	4
ME	436	Heat Transfer	4
Design Elective			3
Technical Electives (could take INDU 315, INDU 329, MATH 353 at Penn)			15
			<b>26-29</b>

**Total Hours at Iowa State University**

**50.5-65.5**

\*May be taken at William Penn University or Iowa State University

## MINORS

**Applied Computer Science MINOR**

**Required courses**

APCS	205	Algorithms & Programming (Java)	4
APCS	220	Computer Organization and Digital Circuits	3
APCS	242	Computer & Network Management	3

**Ten hours from the following**

APCS	112 or 114 or 116	Computer Applications	3
APCS	215	Visual Programming	3
APCS	265	Systems Analysis & Design Methods	3
APCS	305	Programming Techniques	1
APCS	312	Operating Systems	3
APCS	326	Database Mgmt Information Systems	3
APCS	336	Web Programming	3
APCS	344	Training Practicum	1
APCS	345	Numerical Analysis Methods	3
APCS	350	Data Structures & Algorithm Analysis	4

**Required related course**

MATH 211	Discrete Mathematics	3
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**Total Applied Computer Science Minor hours 23**

**Information Technology Minor****Required courses**

APCS 112	Communications Computer Applications <i>or</i>	
APCS 116	Geographic Info Systems	3
APCS 114	Business Computer Applications	3
APCS 215	Visual Programming	3
APCS 242	Computer & Network Management	3
APCS 265	Systems Analysis & Design Methods	3
APCS 311	Networks	3
APCS 326	Database Mgmt Information Systems	3
APCS 344	Training Practicum	1

**Required related course**

ENGL 215	Business & Technical Writing	3
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**Total Information Technology Minor hours 25**

**Industrial Technology MINOR****Required courses**

ENGR 101	Engineering Graphics I	3
ENGR 125	Industrial Metals Processes	3
ENGR 215	Materials and Processes	3
INDU 227	Electrical Energy & Circuits	4
INDU/ENGR	Electives	4-6

**Total Industrial Technology Minor hours 17-19**

**Mathematics MINOR****Required courses**

MATH 211	Discrete Mathematics	3
MATH 212	Intro to Abstract Mathematics	3
MATH 241	Calculus I	4
MATH 242	Calculus II	4
MATH 353	Linear Algebra	3

*One of the following courses* 3-4

MATH 303	Statistical Methods	3
MATH 332	Geometry	3
MATH 335	Differential Equations	3
MATH 336	Mathematical Statistics	3
MATH 339	History of Mathematics	4
MATH 343	Calculus III	
MATH 345	Numerical Analysis Methods	
MATH 354	Abstract Algebra	

**Total Mathematics Minor hours 20-21**

**Physics MINOR****Required courses**

PHYS 201	General Physics I <b>or</b>	
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PHYS 211	College Physics I	4-5
PHYS 202	General Physics II <b>or</b>	
PHYS 212	College Physics II	4-5
PHYS 390	Professional Development Seminar	2
PHYS Electives		10-8

**Total Physics Minor hours** **20**

## BUSINESS ADMINISTRATION DIVISION

The mission of the Business Administration Division is to:

- provide students with the knowledge and skills necessary to rise to their potential in the business setting of their choosing.
- develop leadership skills that will allow students to have an immediate impact on organizational effectiveness.
- encourage students to pursue excellence in dealing with challenges to success at work, at home and in the community.

**Majors** are available in

Accounting (General & Public)  
Business Management  
Education Endorsements

**Minors** are available

Accounting  
Business Management  
Economics

## ACCOUNTING MAJOR

### Business CORE

Required courses 27 hours

APCS 114	Computer Applications for Business	3
BUSI 201	Principles of Accounting I	3
BUSI 202	Principles of Accounting II	3
BUSI 230	Principles of Management	3
BUSI 347	Business Ethics	3
BUSI 460	Corporate Strategy	3
ECON 211	Principles of Microeconomics	3
ECON 212	Principles of Macroeconomics	3
MATH 303	Statistical Methods	3

### Accounting (Public) MAJOR Required courses 33 hours

BUSI 301	Intermediate Accounting I	3
BUSI 302	Intermediate Accounting II	3
BUSI 305	Managerial Cost Accounting I	3
BUSI 310	Commercial Law	3
BUSI 311	Contemporary Business Law	3
BUSI 314	Federal Income Tax I	3
BUSI 338	Financial Management	3
BUSI 353	Advanced Accounting I	3
BUSI 355	Auditing	3

*Six hours from the following* 6

BUSI 265	Systems Analysis & Design Methods
BUSI 306	Managerial Cost Accounting II
BUSI 315	Federal Income Tax II
BUSI 354	Advanced Accounting II
BUSI 357	Business Internship
BUSI 463	CPA Review



Business Core	27
Accounting (Public) Major	33

**Total Accounting (Public) Major 60**

**Accounting (General) MAJOR** Required courses 21 hours

BUSI 301	Intermediate Accounting I	3
BUSI 302	Intermediate Accounting	3
BUSI 305	Managerial Cost Accounting I	3
BUSI 306	Managerial Cost Accounting II	3
BUSI 310	Commercial Law <b>or</b>	
BUSI 311	Contemporary Business Law	3
BUSI 314	Federal Income Tax I	3
BUSI 338	Financial Management <b>or</b>	
BUSI 353	Advanced Accounting I	3

Business Core	27
Accounting (General) Major	21

**Total Accounting (General) Major 48**

## BUSINESS MANAGEMENT MAJOR

**Business CORE**

Required courses 27 hours

APCS 114	Computer Applications for Business	3
BUSI 201	Principles of Accounting I	3
BUSI 202	Principles of Accounting II	3
BUSI 230	Principles of Management	3
BUSI 347	Business Ethics	3
BUSI 460	Corporate Strategy	3
ECON 211	Principles of Microeconomics	3
ECON 212	Principles of Macroeconomics	3
MATH 303	Statistical Methods	3

**Business Management MAJOR** Required courses 24 hours

BUSI 310	Commercial Law <b>or</b>	
BUSI 311	Contemporary Business Law	3
BUSI 332	Operations Management	3
BUSI 334	Marketing Management	3
BUSI 336	Human Resource Management	3
BUSI 338	Financial Management	3
BUSI 345	Organizational Behavior	3
BUSI 349	International Business	3
ECON 309	Managerial Economics	3

Business Core	27
Business Management Major	24

**Total Business Management Major 51**

## MINORS

### Accounting MINOR

*Fifteen hours from the following*

BUSI	201	Principles of Accounting I
BUSI	202	Principles of Accounting II
BUSI	265	Systems Analysis and Design Methods
BUSI	301	Intermediate Accounting I
BUSI	302	Intermediate Accounting II
BUSI	305	Managerial Cost Accounting I
BUSI	306	Managerial Cost Accounting II
BUSI	314	Federal Income Tax I
BUSI	315	Federal Income Tax II
BUSI	353	Advanced Accounting I
BUSI	354	Advanced Accounting II
BUSI	355	Auditing
BUSI	357	Business Internship
BUSI	463	C.P.A. Review

15

#### Total Accounting Minor hours

15

### Business Management MINOR

*Required courses*

BUSI	130	Contemporary Business	3
BUSI	201	Principles of Accounting I	3
BUSI	230	Principles of Management	3

*Six hours from the following*

BUSI	332	Operations Management
BUSI	334	Marketing Management
BUSI	336	Human Resource Management
BUSI	338	Financial Management

6

#### Total Business Management Minor hours

15

### Economics MINOR

*Required courses*

ECON	211	Principles of Microeconomics	3
ECON	212	Principles of Macroeconomics	3
ECON	Electives		9

#### Total Economics Minor hours

15

## EDUCATION DIVISION

William Penn University offers a full program in elementary and secondary teacher education with endorsements for both the elementary and the secondary levels. The Education Division promotes personal, social, and professional development of pre-service teachers.

Our mission is to equip students with the ethical standards, knowledge, pedagogy, and practical experience necessary to become effective educational leaders, dedicated to lifelong learning and serving the diverse needs of students and community in the 21st century. The Education Division also offers a Distance Learning Bachelor of Arts program for individuals who already have an Associate of Arts degree. These students have the opportunity to become endorsed in Elementary Education, as well as English as a Second Language, Reading (K-8) or Elementary Special Education - Strategist I (K-8).

William Penn University's Teacher Education Program is approved by the Iowa Department of Education. Additional information can be found in our handbook, posted at <http://www.wmpenn.edu/Academics/Divisions/Education>.

### **Education Division Goals**

- Students will be able to demonstrate knowledge in their field(s) by planning and facilitating effective lessons.
- Students will be able to make logical reflective decisions in their classrooms.
- Students will be able to use instructional media and technology for research, production, acquisition, and dissemination of information.
- Students will recognize and accommodate the diverse individual differences inherent in today's school and broader society.
- Students will be able to communicate effectively.
- Students will be able to facilitate the development of cooperative and collaborative partnerships within school and community.
- Students will recognize and demonstrate a need for continual personal and professional growth.
- Students will be able to recognize problems and develop alternative solutions through creative thinking and problem solving strategies.

Students planning to teach in grades K-6 will major in Elementary Education. Those who intend to teach in grades 7-12 will earn a major in a specific content area, while completing a core of education classes. Teaching endorsements are available in the following areas:

### **Education Division**

#### **K-12 Education Endorsement Areas**

- \* Athletic Coaching
- \* English as a Second Language #
- \* Health
- \* Music
- \* Physical Education

#### **Elementary Education K-6 Endorsement Areas**

- \* Elementary Education #
- \* Health
- \* Reading (K-8) #
- \* Strategist I (K-8) #

#### **Secondary Education 7-12 Endorsement Areas**

- \* American Government
- \* American History
- \* Biology
- \* Business - General
- \* Chemistry
- \* Driver and Safety Education
- \* Earth Science
- \* English/Language Arts
- \* General Science
- \* Health
- \* Industrial Technology
- \* Journalism
- \* Mathematics
- \* Physical Education
- \* Physical Science
- \* Psychology
- \* Physics
- \* Sociology
- \* Speech Communication/Theatre
- \* Strategist I (5-12)

# Also offered in a Distance Learning format.

### **General Requirements for the Education Program**

1. Students will not be considered for admission to or retention in the Teacher Education and Student Teaching programs during any semester in which they are on academic probation.
2. Graduates of other institutions who wish to be recommended for Initial Licensure by William Penn University must complete a minimum of 30 semester hours work at William Penn.
3. Graduates of other institutions may complete additional teaching endorsements at William Penn.
4. Students must have a PPST (Praxis I) score of at least 168 on each component (Reading, Math, and Writing) and an overall score of 510 or higher before being admitted into the William Penn University Teacher Education Program.

5. Students will not be given credit for any courses in the professional education core that are over ten years old.
6. In order to be recommended for teacher licensure, students must demonstrate acceptable performance in a number of areas. This will be facilitated by development of a professional portfolio. Initial information regarding this process will be provided in Introduction to Education and William Penn University Seminar. Students are responsible for assembling their portfolio and submitting it at designated checkpoints throughout their undergraduate studies.
7. Students must demonstrate dispositions (behaviors) expected of school employees.

#### **Admission to the Teacher Education Program**

- Proficiency of at least a “C-” in: All courses in the major  
All courses in the Education Division Professional Core  
Both required freshman English courses  
A college math course (not a computer math course)
- Cumulative grade point average of 2.5
- A PPST Praxis I score of at least 168 on each component (Reading, Math and Writing) and an overall score of 510 or higher
- Completion of EDUC 200, Social Foundations of American Education
- Completion of a Field Experience of at least 12 contact hours
- Written recommendation from three faculty members, with at least one reference from an Education Division faculty at William Penn University
- Disposition Form completed by education faculty that shows acceptable teaching behaviors
- Submission and acceptance of Benchmark I portfolio requirements
- Students will be required to respond to and sign the following:

#### **Background Information:**

- |  |                              |                             |
|--|------------------------------|-----------------------------|
| Have you ever had an education-related license revoked or suspended?               | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| Have you ever been convicted of a crime other than a parking or traffic violation? | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| Have you ever been convicted of a felony?  | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| Have you ever had a founded report of child abuse made against you?                | Yes <input type="checkbox"/> | No <input type="checkbox"/> |

For any “Yes” response students must attach a written explanation that includes the date of the violation. Are you a United States citizen? Yes ☐ No ☐

If you answered “No,” indicate whether you are:

- ☐ a qualified alien (as defined in 8 U.S.C.A. 1641). If so, please provide appropriate documentation.
- ☐ an alien who is paroled into the United States under 8 U.S.C.A. 1182(d)(5) for less than one year.  
If so, please provide appropriate documentation.
- ☐ a foreign national not physically present in the United States.
- ☐ other. Please provide a detailed explanation on a separate 8 1/2 x 11” sheet of paper.

**Statement of Fraud:** An application will be considered fraudulent, and may be denied, if it contains any false representation or omission of material fact, or if false records are submitted in support of the application.

**I certify under penalty of perjury and pursuant to the laws of the state of Iowa that the preceding information is true and correct.**

*Teacher licensure is granted by the Iowa Board of Educational Examiners. Students must comply with any legislative changes affecting licensure. This includes, but is not limited to, admission to the Teacher Education Program and addition of coursework. Students will be notified by email should licensure requirements change. These changes will also be reflected in the Education Division Handbook posted on the William Penn University website, and on the Education Information Blackboard site. Elementary Education majors who will graduate after September 1, 2015 will need to meet requirements different from those specified in this catalog.*

**Transfer Students:** Students will not be given credit for any courses in the professional education core that are over ten years old. In addition to the above requirements, transfer students must complete at least nine credits in the Education Division Professional Core and at least nine credits in the teaching major at William Penn University prior to student teaching.

Applicants will receive written notification upon acceptance into the Teacher Education Program. Students may be admitted unconditionally, conditionally, or refused admission. When students are admitted conditionally or denied admission, the reasons for the decision will be explained in writing.

Students must register for the student teaching experience the semester prior to student teaching. In order to be placed, the following requirements must be met.

- Prior acceptance into the Teacher Education Program
- Successful completion of 75 semester hours or second semester junior status

- Successful completion of the Second Field Experiences
- Proficiency of at least “C-” in: All course work in the major  
All course work in the Education Division Professional Core  
Cumulative Grade Point Average of 2.75
- Completion of all major and Education Division Professional Core requirements

#### **Special Education Student Teaching Requirements**

- Successful completion of or concurrent registration in Elementary or Secondary Student Teaching

## **K-12 EDUCATION**

### **Athletic Coaching Endorsement #101**

BIOL	216	Anatomy and Physiology	4
PHLE	317	Prevention & Care of Sports Injuries	3
PHLE		Any Theory of Coaching Course (300-310)	2
PSYC	108	Life-Span Psychology <b>or</b>	
PSYC	203	Developmental & Educational Psychology (Education majors only)	3

**Athletic Coaching Total** **12**

### **English as a Second Language Endorsement #104**

EASL	202	Theory of Language & Linguistics	3
EASL	210	Language and Culture	3
EASL	250	Language Acquisition	3
EASL	350	ESL Tutoring	1
EASL	370	Teaching ESL K-6	2
EASL	375	Teaching ESL 7-12	2
EASL	390	ESL K-6 Practicum	2
EASL	395	ESL 7-12 Practicum	2

**EASL Total** **18**

### **Health Endorsement #137/138**

BIOL	216	Anatomy and Physiology	4
PHLE	150	Fund. Concepts of Health, Physical Education & Recreation	3
PHLE	160	First Aid	1
PHLE	227	Personal and Community Hygiene	3
PHLE	231	Substance Abuse	3
PHLE	298	Nutrition and Health	3
PHLE	311	Marriage and Family	3
PHLE	317	Prevention and Care of Sports Injuries	3
PHLE	336	Organization & Admin. of Health, Phys. Ed. & Recreation <b>or</b>	
PHLE	338	Organization of School Health Programs	3
PHLE/BIOL		Electives	3
PSYC	240	Health Psychology	3
PSYC		Electives	3

**Health Total** **35**

### **Music Endorsement #144/145**

MUAP	101	Piano/Keyboard <b>or</b>	
MUAP	102	Class Piano Inst.	1
MUSI	123	Theory I	3

MUSI	124	Theory II	3
LDRS	220	Arts and Society	3
MUSI	216	History of Music	3
MUSI	336	Conducting	2
MUSI	339	Ear Training/Sight Singing	2
COMM	390	Applied Communications Seminar	3

*Choose 7 credits from the following: Sections may be repeated*

MUAP	130	WPU Jazz Ensemble	1
MUAP	131	WPU Pep Band	1
MUAP	250	WPU Chorale Ensemble	1
MUAP	251	WPU Concert Band	1

**Vocal Emphasis - MUAP 101 - 10 credits**

6 Credits in Voice	6
2 Credits in First Instrument	2
2 Credits in Second Instrument	2

**or**

**Instrumental Emphasis - MUAP 101 - 10 Credits**

6 Credits in Primary Instrument	6
2 Credits in Second Instrument	2
2 Credits in Voice	2

**Music Total 37**

**Physical Education / Health / Coaching (K-12) Endorsement #101 / 137 / 138 / 146 / 147**

BIOL	216	Anatomy and Physiology	4
PSYC	240	Health Psychology	3
SOCI	311	Marriage & Family	3
PHLA	101	Swimming	1
PHLA	107	Social Dance <b>or</b>	
PHLA	108	Folk and Square Dance	1
PHLE	150	Fund. Concepts of Health, Physical Education & Recreation	3
PHLE	160	First Aid	1
PHLE	215	Elementary Physical Education Methods	3
PHLE	217	Adaptive Physical Education	3
PHLE	227	Personal & Community Hygiene	3
PHLE	231	Substance Abuse	3
PHLE	300	Any Theory of Coaching course	2
PHLE	317	Prevention and Care of Sports Injuries	3
PHLE	325	Sports & Exercise Nutrition	3
PHLE	332	Analysis of Human Motion	3
PHLE	334	Tests & Measurements in Health, Phys. Ed., and Recreation	3
PHLE	336	Organization & Admin. of Health, Phys. Ed., & Recreation	3

**Physical Education/Health/Coaching (K-12) Total 45**

# ELEMENTARY EDUCATION

## Elementary Education Endorsement #102

Elementary Education majors who will graduate after September 1, 2015 will need to meet requirements different from those specified in this catalog. As soon as the additions and changes are finalized, students will be notified by their academic advisors and by email. In addition, the revised elementary professional core and updated check sheet will be posted on the Moodle sites. These changes are required by the State of Iowa and can be found in Section 13.26(5) of the Iowa Code.

## Elementary Education Professional Core

EDUC 100:01	Introduction to Elementary Education (with 12-hour field experience)	2
EDUC 200	Social Foundations of American Education*	3
EDUC 205	WPU Seminar (transfer students)	0
ART 240	Elementary Fine Art Methods	2
EDUC 265	Children's Literature	3
EDUC 350	Media Methods*	3
EDUC 355	Classroom Management*	3
EDUC 365	Human Relations for Teachers*	3
PHLE 216	Elementary PE / Health Methods	2
FALL BLOCK		
EASL 202	Theory of Language & Linguistics	3
EASL 210	Language & Culture*	3
EDUC 370	Teaching of Reading*	3
EDUC 378	Elementary Social Studies Methods*	3
EDUC 373	25-Hour Field Exp*	
SPRING BLOCK		
EASL 250	Language Acquisition*	3
EDUC 372	Elementary Math Methods*	3
EDUC 374	Elementary Language Arts Methods*	3
EDUC 376	Elementary Science Methods*	3
EDUC 379	25-Hour Field*	0
EDSP 100	Introduction to Exceptional Learners*	3
EDSP 280	Collaboration Strategies*	2
EDSP 360	Remedial Reading*	3
EDSP 370	Testing for Special Education*	3
EDSP 385	Differentiated Instruction Methods & Strategies (K-8) *	3
PSYC 203	Developmental & Educational Psychology*	3
HIST 230	Social Science for Elementary Education	3
MATH 205	Math for Elementary Educators*	3
PHSC 100	Physical Science for Elementary Ed	3
EDUC 400	Elementary Student Teaching*	14

(Successful completion of student teaching and a passing score on the Praxis II test are pre-requisites for all candidates seeking recommendation for teacher licensure.) **or**

Electives (Students who select this option cannot be recommended for teacher licensure.) 14

\*Pre-requisite required

*Required Supporting Courses: Students must receive a grade of at least a C- in each.*

Biological Science Composition I and II  
Computer Mathematics  
Survey History

**Elementary Education Professional Core Total**

**84**

## EDUCATION MAJORS

### Health Endorsement (K-8) #137

BIOL	216	Anatomy and Physiology	4
PHLE	160	First Aid	1
PHLE	227	Personal and Community Hygiene	3
PHLE	231	Substance Abuse	3
PHLE	298	Nutrition and Health	3
PHLE	311	Marriage and Family	3
PHLE	336	Org. & Admin. of Health, Physical Educ., & Recreation <b>or</b>	
PHLE	338	Organization of School Health Programs	3
PHLE	240	Health Psychology	3

**Health Total** **23**

### Reading Endorsement (K-8) #148

EASL	202	Theory of Language & Linguistics	3
EASL	210	Language & Culture	3
EASL	250	Language Acquisition	3
EDSP	350	Remedial Reading	3
EDSP	370	Testing for Special Education	3
EDUC	265	Reading Children's Books	3
EDUC	370	Teaching Reading	3
EDUC	374	Language Arts Methods	3
EDUC	375	Reading Practicum	3

**Reading Total** **27**

### Special Education - Strategist I (K-8) Endorsement #260

EDSP	100	Introduction to Exceptional Learners	3
EDSP	270	Behavioral Management	2
EDSP	280	Collaboration Strategies	2
EDSP	290	Transition Education	2
EDSP	360	Remedial Reading	3
EDSP	370	Testing for Special Education	3
EDSP	385	Differentiated Instruction Methods & Strategies (K-8)	3
EDSP	390	Special Education Practicum	1
EDSP	400	Student Teaching	7

**Special Education - Strategist I Total 2** **26**

## SECONDARY EDUCATION

### Secondary Education Professional Core

EDUC	100:02	Introduction to Secondary Education (with a 12-hr. field experience)	2
EDUC	200	Social Foundations of American Education	3
EDUC	205	WPU Seminar (Transfer Students requirement)	0
EDUC	350	Media Methods	3
EDUC	355	Classroom Management	3
EDUC	360	Content Area Reading (student teaching semester)	1
EDUC	365	Human Relations for Teachers	3
EDUC	380	General Methods	3
EDUC	381	25-Hour Field Experience	0



***Students will choose one of the following Secondary Methods and the appropriate 25-Hour Field Experiences*** 3

EDUC	382	Secondary Business Methods <i>with</i>	
EDUC	383	25-Hour Field Experience - Business	
EDUC	384	Secondary English Methods <i>with</i>	
EDUC	385	25-Hour Field Experience - English	
EDUC	386	Secondary Industrial Technology Methods <i>with</i>	
EDUC	387	25-Hour Field Experience - Industrial Technology	
EDUC	388	Secondary Math Methods <i>with</i>	
EDUC	389	25-Hour Field Experience - Math	
EDUC	391	Secondary PE/Health Methods <i>with</i>	
EDUC	392	25-Hour Field Experience - PE/Health	
EDUC	393	Secondary Science Methods <i>with</i>	
EDUC	394	25-Hour Field Experience - Science	
EDUC	395	Secondary Social Studies Methods <i>with</i>	
EDUC	396	25-Hour Field Experience - Social Studies	
EDUC	397	K-12 Music Methods <i>with</i>	
EDUC	398	25-Hour Field Experience - Music	
EDUC	401	Secondary Student Teaching	14
EDSP	100	Introduction to Exceptional Learners	3
EDSP	387	Differentiated Instruction Methods & Strategies (7-12)	3
PSYC	203	Developmental & Educational Psychology	3

*Required Supporting Courses: Students must receive a grade of at least a C- in each.*

Biological Science Composition I and II  
Computer Mathematics  
Survey History

**Secondary Education Professional Core Total 44**

*Secondary education students must complete the Secondary Professional Education core in addition to at least one of the following major areas.*

**Business - All Endorsement #1171**

BUSI	130	Contemporary Business	3
BUSI	201	Principles of Accounting I	3
BUSI	202	Principles of Accounting II	3
BUSI	230	Principles of Management	3
BUSI	310	Commercial Law	3
BUSI	334	Marketing Management	3
APCS	114	Computer Applications for Business	3
ECON	111	Personal and Family Finance	3
ECON	211	Principles of Microeconomics	3
ECON	212	Principles of Macroeconomics	3
ENGL	215	Business & Technical Communications	3

**Business-General Total 33**

**English/Language Arts/Journalism Endorsement #120/141**

APCS	112	Computer Applications for Communications	3
COMM	102	Media Writing	3
COMM	235	Practicum	3
COMM	268	Social Media	3
EDUC	360	Content Area Reading	1
ENGL	220	Introduction to Literature	3
ENGL	223	Adolescent Literature	3
** ENGL	226	British Literature to 1784 <b>or</b>	3

**	ENGL	227	British Literature Since 1784	3
	ENGL	231	Creative Writing	3
**	ENGL	238	American Literature to 1865 <b>or</b>	3
**	ENGL	239	American Literature Since 1865	
	ENGL	300	Theory of Language	3
	ENGL	307	Shakespeare	3
	LDRS	200	Principles of Communication	3
**	ENGL	350	Early World Literature <b>or</b>	3
**	ENGL	351	Modern World Literature	
**Students must complete both classes in one literature course sequence: ENGL 226 and 227, or ENGL 238 and 239, or ENGL 350 and 351.				
<b>English/Language Arts/Journalism Total</b>				<b>43</b>

#### **Industrial Technology Endorsement #140**

ENGR	101	Engineering Graphics I	3
ENGR	102	Engineering Graphics II	3
ENGR	125	Industrial Metal Processes	3
ENGR	215	Materials and Processes	3
INDU	107	Industrial Wood Processes*	3
INDU	218	Industrial Wood Processing* <b>or</b>	
INDU	290	Building Construction*	4
INDU	221	Applied Mechanical Engineering Technology*	4
INDU	227	Electrical Energy & Circuits*	4
INDU		Electives	13

**Industrial Technology Total 40**

#### **Mathematics Endorsement #143**

APCS	205	Algorithms and Programming	4
MATH	211	Discrete Mathematics	3
MATH	212	Introduction to Abstract Mathematics	3
MATH	241	Calculus I	4
MATH	242	Calculus II	4
MATH	332	College Geometry	3
MATH	353	Linear Algebra	3

*One of the following courses* 4-5

PHYS	201	General Physics I	
PHYS	202	General Physics II	
PHYS	211	College Physics I	
PHYS	212	College Physics II	

59

*Three of the following courses* 9-10

MATH	335	Differential Equations	
MATH	339	History of Mathematics	
MATH	343	Calculus III	
MATH	345	Numerical Analysis Methods	
MATH	354	Abstract Algebra	

(MATH 339 and MATH 354 should be considered top priorities)

*One of the following courses*

MATH	303	Statistical Methods	3
MATH	336	Mathematical Statistics	3

**Mathematics Total 40-42**

**Biology Endorsement #151**

BIOL	106	General Biology I	4
BIOL	107	General Biology II*	4
BIOL	220	Vertebrate Fauna* <b>or</b>	3
BIOL	304	Plant Taxonomy & Local Flora*	
BIOL	307	General Ecology*	3
BIOL	308	Microbiology*	4
BIOL	313	Comparative Anatomy* <i>or</i>	4
BIOL	314	Human Anatomy	4
BIOL	315	Physiology <b>or</b>	
BIOL	345	Biochemistry	4
BIOL	335	Genetics*	4
BIOL	340	Department Assistant	1
BIOL		Electives	3
PHLE	160	First Aid	3
PHLE	231	Substance Abuse	3

**Biology Total** **40**

**Biology/Chemistry Endorsement #151/152**

BIOL	106	General Biology I	4
BIOL	107	General Biology II	4
BIOL	150	Biology Field Trip	1
BIOL	220	Vertebrate Fauna <b>or</b>	3
BIOL	304	Plant Taxonomy& Local Flora	
BIOL	307	General Ecology	3
BIOL	308	Microbiology	4
BIOL	313	Comparative Anatomy <i>or</i>	4
BIOL	314	Human Anatomy	4
BIOL	335	Genetics	4
CHEM	101	General Chemistry I	4
CHEM	102	General Chemistry II	4
CHEM	201	Organic Chemistry I	4
CHEM		Electives	4
PHLE	160	First Aid	3

**Biology/Chemistry Total** **46**

**Biology/Earth Science Endorsement #151/153**

BIOL	106	General Biology I	4
BIOL	107	General Biology II	4
BIOL	150	Biology Field Trip	1
BIOL	220	Vertebrate Fauna <b>or</b>	3
BIOL	304	Plant Taxonomy & Local Flora	
BIOL	307	General Ecology	3
BIOL	308	Microbiology	4
BIOL	313	Comparative Anatomy <i>or</i>	4
BIOL	314	Human Anatomy	4
BIOL	335	Genetics	4
CHEM	101	General Chemistry I	4
EASC	100	Introduction to Earth Science	3
EASC	104	Physical Geology	4

EASC	128	Astronomy	4
EASC	150	Geology Field Trip	1
LDRS	111	Environmental Biology	3
PHLE	160	First Aid	3
PHYS	201	General Physics I	4

**Biology/Earth Science Total 53**

**Biology/General Science/Physical Science Endorsement #151/154/155**

BIOL	106	General Biology I	4
BIOL	107	General Biology II	4
BIOL	150	Biology Field Trip	1
BIOL	220	Vertebrate Fauna <b>or</b>	3
BIOL	304	Plant Taxonomy & Local Flora	
BIOL	307	General Ecology	3
BIOL	308	Microbiology	4
BIOL	313	Comparative Anatomy <sup>or</sup>	4
BIOL	314	Human Anatomy	4
BIOL	335	Genetics	4
CHEM	101	General Chemistry I	4
CHEM	102	General Chemistry II	4
EASC	100	Introduction to Earth Science	3
EASC	104	Physical Geology	4
EASC	128	Astronomy	4
EASC	150	Geology Field Trip	1
PHLE	160	First Aid	3
PHYS	201	General Physics I	4
PHYS	202	General Physics II	4

**Biology/General Science/Physical Science Total 58**

**Biology/Physics Endorsement #151/156**

BIOL	106	General Biology I	4
BIOL	107	General Biology II	4
BIOL	150	Biology Field Trip	1
BIOL	220	Vertebrate Fauna <b>or</b>	3
BIOL	304	Plant Taxonomy & Local Flora	
BIOL	307	General Ecology	3
BIOL	308	Microbiology	4
BIOL	313	Comparative Anatomy <sup>or</sup>	4
BIOL	314	Human Anatomy	4
BIOL	335	Genetics	4
PHLE	160	First Aid	3
PHYS	201	General Physics I <b>or</b>	4
PHYS	211	College Physics I	5
PHYS	202	General Physics II <b>or</b>	4
PHYS	212	College Physics II	5
PHYS	227	Electrical Energy & Circuits	4
PHYS	327	Thermodynamics & Heat Transfer	4
PHYS	341	Statics	3

**Biology/Physics Total 49-51**

The following combination Social Science majors are available: American History/American Government; American History/Psychology; American History/Sociology; American Government/Psychology; American Government/Sociology. Students are required to complete 36 total credit hours: 18 in each area. A Psychology/Sociology combination is not available.

**American Government Endorsement #157**

PLSC	125	U.S. National Government	3
PLSC	230	Congress & the Presidency	3

*Twelve hours from the following*

PLSC	100	International Relations	3
PLSC	150	Comparative Politics	3
PLSC	210	State & Local Government	3
PLSC	250	American Political Parties	3
PLSC	331	Law & Society	3
PLSC	332	American Constitutional History	3
PLSC	333	Constitutional Rights & Liberties	3

**American Government Total 18**

**American History Endorsement #158**

HIST	130	American History to 1900	3
HIST	132	American History 1900 to 1945	3
HIST	134	American History Since 1945	3

*Nine hours from the following*

HIST	234	American Black History	3
HIST	236	America in the Modern World	3
HIST	318	Women in American History	3
HIST	332	American Constitutional History	3
HIST	353	Civil War & Reconstruction	3
HIST	370	World War II	3

**American History Total 18**

**Psychology Endorsement #163**

PSYC	102	Introduction to Psychology	3
PSYC	203	Developmental & Educational Psychology	3

*Twelve hours from the following*

PSYC	260	Social Psychology	3
PSYC	305	Theories & Systems	3
PSYC	326	Abnormal Psychology	3
PSYC	327	Personality	3
PSYC	333	Learning	3
PSYC	335	Experimental Psychology	3

**Psychology Total 18**

**Sociology Endorsement #165**

SOCI	101	Introduction to Sociology or	3
SOCI	123	Sociology of Contemporary Issues	
SOCI	126	Deviant Behavior	3
SOCI	335	Social Research Methods	3
SOCI	350	Sociological Theory	3

*Six hours from the following*

SOCI	217	Ethnicity & Race Relations	3
SOCI	218	Juvenile Delinquency	3
SOCI	219	Sex & Gender	3
SOCI	311	Marriage & Family	3

**Sociology Total** **18**

*The following secondary endorsements may be taken in conjunction with another secondary endorsement.*

**Mathematics Endorsement #143**

APCS	205	Algorithms and Programming	4
MATH	211	Discrete Mathematics	3
MATH	212	Introduction to Abstract Mathematics	3
MATH	241	Calculus I	4
MATH	242	Calculus II	4
MATH	332	College Geometry	3
MATH	353	Linear Algebra	3

*One or more of the following courses* **3**

MATH	303	Statistical Methods
MATH	336	Mathematical Statistics

**Mathematics Total** **27**

**Special Education - Strategist I (5-12) Endorsement #261**

EASL	202	Theory of Language & Linguistics	3
EDSP	100	Introduction to Exceptional Learners	3
EDSP	270	Behavioral Management	2
EDSP	280	Collaboration Strategies	2
EDSP	290	Transition Education	2
EDSP	360	Remedial Reading	3
EDSP	370	Testing for Special Education	3
EDSP	387	Differentiated Instruction Methods & Strategies (5-12)	3
EDSP	390	Special Education Practicum	1
EDSP	401	Student Teaching	7

**Special Education - Strategist I (5-12) Total** **29**

**Speech Communication/Theatre Endorsement #168**

COMM	123	Media's Past & Digital Future	3
COMM	225	Argumentation and Debate	3
THEA	104	Basic Production	3
THEA	212	Oral Interpretation	3
THEA	304	Directing & Advanced Production	3
LDRS	200	Principles of Communication	3

*Six hours from the following*

THEA	106	Acting I	3
THEA	216	History of Theatre	3
THEA	306	Acting II	3
ENGL	300	Theory of Language	3

**Speech Communication/Theatre Total** **24**

*Students who wish to add these or other additional teaching endorsements should contact the Education Division Chair or the Education Division Office Manager.*

### Teaching Endorsement Conversion Policy

**Secondary to Elementary.** Individuals who have completed a secondary student teaching program and wish to be certified as an elementary teacher will need to complete the regular elementary program including student teaching.

**Elementary to Secondary.** Individuals who have completed an elementary student teaching program and wish to be certified as a secondary teacher will need to complete the needed major and any additional teacher education course requirements including special secondary methods and secondary student teaching.

**K-12 Special Area to Elementary.** Individuals who have completed a K-12 endorsement and wish to be endorsed as an elementary teacher need to complete the regular elementary program, including elementary student teaching.

**Elementary to K-12 Special Area.** Individuals who have completed an elementary student teaching program and wish to be certified for the K-12 special area of health/physical education will need to complete the needed major and the teacher education course requirements including special methods and student teaching on the elementary-secondary level.

## HEALTH & LIFE SCIENCES DIVISION

The Division of Health & Life Sciences believes that an educated person is a whole person. We endeavor to instill in each student an understanding of life and an appreciation for living. We want to ensure that our students' understanding of life is not a substitute for living. To that end, we have developed flexible programs, which will encourage the student to cross disciplinary boundaries, broaden the scope of their studies, and develop them as a whole person. This flexibility also provides a number of career options in education, coaching, health, recreation, business, and community service.

The mission of the Health and Life Sciences Division is to prepare students for careers based on critical thinking, lifelong learning and scientific discovery.

When a student completes a degree in a Health and Life Sciences discipline, he/she will:

- Be able to recognize problems and develop solutions through critical thinking processes.
- Be equipped to pursue personal and professional growth.

**Majors** are available in

Biology with Emphases in  
Environmental Studies  
General Biology  
Pre-Professional Studies  
Bio-Process Technology

**Exercise Science**

**Kinesiology** with Emphases in

Sports Administration  
Wellness & Recreation

**Minors** are available in

Biology  
Chemistry  
Earth Science  
Health  
Kinesiology

**Education Endorsements** are available in

Athletic Coaching Authorization (K-12)  
Biology  
Biology with Chemistry  
Biology with Earth Science  
Biology with Physics  
Driver Safety Education  
General Science  
Health (K-8)  
Health (5-12)  
Physical Education (K-12)  
Physical Science

## BIOLOGY MAJOR

The Biology major offers four emphases from which to choose: Environmental Studies, Pre-Professional Studies, Bio-Process Technology, and General Biology. A common core of classes is required for all biology majors. In addition, students must fulfill course requirements for their chosen emphasis. The Environmental Studies emphasis provides students with an increased understanding and awareness about the interactions of humans and other organisms with their environment. It is a preparation for careers in government

environmental agencies, parks, environmental-related industries, or environmental research. A Pre-Professional Studies emphasis teaches students about the functions of humans and other organisms at the cellular and molecular level. It will prepare students for further education in medicine, dentistry, optometry, veterinary science, physical therapy, forensic science, and other health and life science professions. It is also appropriate preparation for a career in laboratory research or biotechnology, either in an academic or industrial setting. The Bio-Process Technology emphasis, offered in collaboration with Indian Hills Community College, provides the knowledge needed for employment in various fermentation industries.

#### **Health & Life Sciences FOUNDATION**

Required courses 4 hours

PHLE	160	First Aid	1
PHLE	231	Substance Abuse	3

#### **Biology CORE**

Required courses 38-40 hours

BIOL	106	General Biology I	4
BIOL	107	General Biology II	4
BIOL	307	General Ecology <i>or</i>	4
BIOL	322	Medical Biology	3
BIOL	308	Microbiology	4
BIOL	313	Comparative Anatomy <i>or</i>	
BIOL	314	Human Anatomy	4
BIOL	335	Genetics	4
BIOL	357	Internship	2
BIOL	390	Biology Practicum	2
CHEM	101	General Chemistry I	4
CHEM	102	General Chemistry II	4
MATH	140	College Algebra and Trigonometry <i>or</i>	4
MATH	303	Statistical Methods	3

#### **Environmental Studies EMPHASIS**

Required courses 27 hours

BIOL	220	Vertebrate Fauna	3
BIOL	304	Plant Taxonomy & Local Flora	3
BIOL	307	General Ecology	3
BIOL		Electives	3

*(Note: must use BIOL 313, not BIOL 314, to fulfill core Anatomy requirement)*

*Fifteen hours from the following* 15

BIOL	225	General Botany	
EASC	100	Introduction to Earth Science	
CHEM	310	Scanning Electron Microscopy	
EASC		Electives	
PHLA	105	Fishing	
PHLE	208	Recreational Leadership	
PHLE	210	Camp Management & Outdoor Education	
PHLE	217	Adaptive Physical Education	
PHLE	227	Personal & Community Hygiene	
PHLE	260	Introduction to Safety Education	

#### **Health and Life Sciences FOUNDATION**

Biology Core	4
Environmental Studies Emphasis	38-40
	27

**Total hours for Biology Major with Environmental Studies Emphasis 71-73**

#### **Pre-Professional Studies EMPHASIS**

Required courses 37 hours



BIOL	202	Medical &Scientific Terminology	2
BIOL	341	Developmental Biology	4
BIOL	315	Physiology	4
BIOL	345	Biochemistry	4
CHEM	201	Organic Chemistry I	4
CHEM	202	Organic Chemistry II	4
PHYS	201	General Physics I	4
PHYS	202	General Physics II	4
MATH	241	Calculus I or	4
MATH	303	Statistical Methods	3
Health and Life Sciences Foundation			4
Biology Core 38-40			
Pre-Professional Emphasis			33-34
<b>Total hours for Biology Major with re-Professional Emphasis</b>			<b>75-78</b>

#### **Bio-Process Technology EMPHASIS**

Required courses 42 hours

BIOL	345	Biochemistry	4
CHEM	201	Organic Chemistry I	4
CHEM	202	Organic Chemistry II	4

*And courses purchased from Indian Hills*

30

Health and Life Sciences Foundation			4
Biology Core			38-40
Bio-Process Technology Emphasis			12
Bio-Process Courses from Indian Hills Community College			30

**Total hours for Biology Major with Bio-Process Technology Emphasis at WPU 84-86**

#### **General Biology EMPHASIS – 20 hours**

*12 hours from the following (cannot also be used to fulfill core requirements)*

BIOL	150	Biology Field Trip (may be repeated up to 3 times)	1
BIOL	202	Medical and Scientific Terminology	2
BIOL	220	Vertebrate Fauna	3
BIOL	225	General Botany	4
BIOL	304	Plant Taxonomy & Local Flora	4
BIOL	307	General Ecology	4
BIOL	313	Comparative Anatomy	4
BIOL	314	Human Anatomy	4
BIOL	315	Physiology	4
BIOL	322	Medical Biology	3
BIOL	341	Developmental Biology	4
BIOL	345	Biochemistry	

*Eight hours of other science electives in Earth Science, Chemistry, Physics, Math 140 or higher, Psychology, or Computer Science.*

8

Health and Life Sciences Foundation			4
Biology Core			38-40
General Biology Emphasis			20

**Total hours for Biology Major with General Biology Emphasis 62-64**

## EXERCISE SCIENCE MAJOR

The Exercise Science Major is a program that is designed strengthen the science education of students, to provide a path to graduate education in exercise sciences and health professions, and better serve those students who wish to pursue careers in the health, fitness, and exercise industry.

### Exercise Science CORE

Required courses 70 hours

APCS	114	Computer Applications for Business	3
BIOL	314	Human Anatomy	4
BIOL	315	Physiology	4
CHEM	101	General Chemistry I	4
CHEM	102	General Chemistry II	4
MATH	140	Algebra/Trigonometry	4
PHLE	150	Fund Concepts of HPER	3
PHLE	160	FirstAid/CPR	1
PHLE	205	Theory & Practice of Strength Conditioning	2
PHLE	231	Substance Abuse	3
PHLE	325	Sport/Exercise Nutrition	3
PHLE	332	Analysis of Human Motion	3
PHLE	334	Test & Measurement in HPER	3
PHLE	335	Exercise Physiology	4
PHLE	420	Biomechanics	4
PHLE	430	Advanced Exercise Physiology	4
PHLE	437	Exercise Prescription	3
PHLE	440	Sports Pharmacology	3
PHYS	201	General Physics I	4
PHYS	202	General Physics II	4
PYSC	102	General Psychology <i>or</i>	3
PYSC	108	Life Span Psychology	3

**Total hours for Exercise Science Major**

**70**

## KINESIOLOGY MAJOR

The Kinesiology major offers two emphases: Wellness and Recreation, and Sports Administration. The Wellness and Recreation emphasis will prepare students for employment at public or private recreation facilities and related enterprises. The Sports Administration emphasis includes business courses to help prepare students for careers in sports related businesses.

### Health & Life Sciences FOUNDATION

Required courses 4 hours

PHLE	160	First Aid	1
PHLE	231	Substance Abuse	3

### KinesiologyCORE

Required courses 15 hours

BIOL	216	Anatomy & Physiology	4
PHLE	150	Fundamental Concepts of HPER	3
PHLE	317	Prevention & Care of Sports Injuries	3
PHLE	336	Organization & Administration of Health, P.E., and Recreation <i>or</i>	3
PHLE	338	Organization of School Health (for students acquiring the Health Education Emphasis)	
PHLE	390	Physical Education Practicum	2

**Wellness and Recreation EMPHASIS**

PHLE	208	Recreational Leadership	3
PHLE	210	Camp Management & Outdoor Education	3
PHLE	215	Elementary P.E. Methods	3
PHLE	357	Internship	2
PHLE	399	Seminar in Recreation	2
PHLE		Electives	3
PSYC	108	Life-Span Psychology	3
SOCI		Electives	3

*Six hours from the following* 6

EASC	100	Introduction to Earth Science	
EASC	128	Astronomy	
BIOL	220	Vertebrate Fauna	
BIOL	304	Plant Taxonomy & Local Flora	
PHLE	221	Individual & Team Sports	
Health and Life Sciences Foundation			4
KinesiologyCore			15
Wellness and Recreation Emphasis			28

**Total hours for Kinesiology Major with Wellness & Recreation Emphasis 47**

**Sports Administration EMPHASIS**

Required courses 35 hours

BUSI	130	Contemporary Business	3
BUSI	201	Principles of Accounting I	3
PHLE	394	Sports Law	
BUSI	310	Commercial Law <b>or</b>	
BUSI	311	Contemporary Business Law	3
BUSI	334	Marketing Management	3
BUSI	336	Human Resource Management	3
BUSI		Electives <b>or</b> any APCS or ECON course	6
PHLE	217	Adaptive Physical Education	3
PHLE	319	Psychology of Coaching	3
PHLE	357	Internship	6

*Two hours from the following* 2

PHLE	300	Theory of Coaching Wrestling	2
PHLE	301	Theory of Coaching Football	2
PHLE	302	Theory of Coaching Basketball	2
PHLE	303	Theory of Coaching Baseball	2
PHLE	304	Theory of Coaching Softball	2
PHLE	306	Theory of Coaching Volleyball	2
PHLE	308	Theory of Coaching Track & Field	2
PHLE	310	Theory of Coaching Soccer	2

Health and Life Sciences Foundation			4
KinesiologyCore			15
Sports Administration Emphasis			35

**Total hours for Kinesiology Major with Sports Administration Emphasis 54**

## MINORS

### Biology MINOR Required courses

BIOL	106	General Biology I	4
BIOL	107	General Biology II	4
BIOL		Electives	10

**Total Biology Minor hours 18**

### Chemistry MINOR Required courses

CHEM	101	General Chemistry I	4
CHEM	102	General Chemistry II	4
CHEM	201	Organic Chemistry I	4
CHEM		Electives	4

**Total Chemistry Minor hours 16**

### Earth Science MINOR Required courses

EASC		Electives	16
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**Total Earth Science Minor hours 16**

### Health Minor

#### Required courses

BIOL	216	Anatomy & Physiology	4
PHLE	160	First Aid	1
PHLE	227	Personal and Community Hygiene	3
PHLE	231	Substance Abuse	3
PHLE	298	Nutrition and Health	3
PHLE	336	Organization & Administration of Health, P.E., Recreation and Dance <i>or</i>	
PHLE	338	Organization of School Health Programs	3
SOCI	311	Marriage and Family	3

**Total Health Minor hours 20**

### Kinesiology Minor

#### Required courses

PHLE	150	Fundamental Concepts of HPER	3
PHLE		Electives	17

**Total Kinesiology Minor hours 20**

## HUMANITIES DIVISION

The mission of the Humanities Division is to help students develop strong leadership, technical, and communication skills. As the Humanities Division, we cultivate expressive, communicative, and interpretive skills by exposing students to a variety of cultural and social learning opportunities and by developing learning communities that will provide opportunities in education, service, and leadership with practical experience in performances, presentations, and writings.

Students who major in Communications may choose one of three emphases: Digital Communication, Fine Arts, or English. In addition the Humanities Division offers a degree in Music.

The Digital Communication emphasis is divided into three concentrations: Television, Journalism, and Public Relations. Because these three areas share core new-media skills, they are grouped under Digital Communication, but each concentration allows students to specialize in their chosen field. The Digital Communication emphasis helps students master the ideas, skills, and technology they'll need in a digitally enriched world.

The Fine Arts emphasis encourages students to refine their artistic sensibilities through drawing, painting, ceramics, vocal and instrumental music, and dramatic arts. Practice, performance, and critical valuation are central to the artist, and the Fine Arts emphasis gives ample opportunities for students to develop, pursue, and perform their vision of the human condition.

The English emphasis provides a liberal arts focus through the close study of various literatures and the cultivation of precise writing as a way to explore and express cultural ideals and outlooks. Courses include World, British, American, and genre-specific literatures, as well as Business, Advanced, and Creative writing.

A Communications Core of classes is required of all Communications students.

**Majors** are available in

Communications *with Emphasis in*  
Digital Communication\*  
Fine Arts  
English  
Music

**Minors** are available in

Art  
Digital Communication  
Graphic Art  
Music  
Theatre  
English

*\*Within Digital Communication, students would choose one or more of three concentrations: Television, Journalism, or Public Relations.*

**Secondary Teaching Endorsements** are available in

English/Language Arts  
Journalism  
Music  
Speech Communication/Theatre

## COMMUNICATIONS MAJOR

<b>Communications Major:</b> Communications Core Classes			<b>21</b>
APCS	112	Computer Applications for Communications	3
ART	134	Design & Composition	3
COMM	123	Media's Past & Digital Future	3
COMM	390	Applied Communications Seminar	3
ENGL	220	Introduction to Literature	3
+ Another Lit course (+200 level)			3
MUSI	104	Fundamentals of Music	3

### Digital Communication Emphasis

Digital Communication will prepare students for positions in electronic media including, but not limited to, broadcast and non-broadcast facilities in terms of audio production, television production, non-broadcast video applications, media management, and related fields. A wide range and significant amount of practical, hands-on experiences will augment class discussion and lecture involving technology, terminology, techniques and aesthetic considerations involved in writing, producing and directing effective digital media productions. Understanding of the importance of ascertaining and effectively reaching the target audience will be emphasized. The digital media program instills in the student an understanding of the power and influence of the media as well as the social and ethical responsibility it places upon media professionals and consumers. Within this emphasis, students may select one or more areas of concentration: Television, Journalism, or Public Relations.

**Digital Communication Core Classes** required classes for Television, Public Relations, and Journalism concentrations:

Required Courses for the <b>Television</b> concentration			<b>33</b>
COMM	102	Media Writing	3
COMM	126	Video Production I	3
COMM	141	Sports & Events Practicum I	1
COMM	226	Video Production II	3
COMM	238	Communication Theory & Ethics	3
COMM	242	Sports & Events Practicum II	1
COMM	250	TV News I	3
COMM	268	Social Media	3
COMM	319	Media Law	3
COMM	343	Sports & Events Practicum III	2
COMM	344	Sports & Events Practicum IV	2
COMM	357	Internship	3
COMM	360	Media Entrepreneur	3
COMM	128	Audio Production & Radio	3
COMM	203	Media Writing Toward Video	3
COMM	350	TV News Production II	3

Required Courses for the <b>Journalism</b> concentration	<b>12</b>
COMM 220 Principles of Journalism & Reporting	3
COMM 235 Practicum	3
COMM 320 Advanced Reporting	3
COMM 350 TV News Production II	3

Required Courses for the <b>Public Relations</b> concentration	<b>12</b>
COMM 125 Intro to PR Principles	3
COMM 225 Writing for Public Relations	3
COMM 235 Practicum	3
COMM 316 Public Relations Research and Campaign	3

#### **Total Communications with Digital Communication Emphasis**

**(Communications Core + Digital Communication Core + Concentration):**

<b>Television concentration</b>	<b>63</b>
<b>Journalism concentration</b>	<b>66</b>
<b>Public Relations concentration</b>	<b>66</b>

#### **Fine Arts Emphasis**

The William Penn University Fine Arts Consortium offers a curriculum that assures every student, regardless of ability, quality instruction in music, theatre, and the visual arts. Hands on experience in the performing and visual arts fosters a student's interest and instills a desire for lifelong learning.

<b>Fine Arts Core Classes</b> required classes for the Fine Arts Emphasis	<b>18</b>
ART 121 Drawing I	3
ART 130 3-D Design	3
THEA 106 Acting I	3
THEA 114 Theatre Production	3
ENGL 215 Business & Technical Writing	3

*Choose three credits from either*

MUAP 130 WPU Jazz Ensemble	3
MUAP 250 William Penn Singers	3

#### **Additional Fine Arts Requirements** **12**

*Choose any 12 credits from the following*

ART 210 Watercolor	3
ART 235 Graphic Art	3
MUSI 123 Music Theory I	3
MUSI 140 Music in the Electronic Medium	3
THEA 104 Basic Production	3
THEA 110 Improvisation & Movement	3

#### **Fine Arts Elective Courses** **12**

*Choose any 12 credits from the following*

ART 112 Pastel Drawing	1
ART 117 Pen & Ink Drawing	3
ART 130 3-D Design	3
ART 211 Photography	3
ART 215 History of Art	3
ART 216 Intro to Acrylics	3
ART 331 Ceramics I	3
ART 332 Ceramics II	3
EDUC 212 Elementary Art Methods	2
EDUC 213 Elementary Music Methods	2
MUAP 102 Piano Class I	1

MUAP	103	Guitar Class I	1
MUAP	131	Pep Band (may repeat)	1
MUAP	202	Piano Class II	1
MUAP	203	Guitar Class II	1
MUAP		Private lessons (may repeat) (101/201/301)	1
MUSI	123	Music Theory I	3
MUSI	124	Music Theory II	3
MUSI	142	Sound/Light/AV Tech	1
MUSI	216	History of Music	3
MUSI	339	Ear Training & Sight-Singing	2
THEA	116	Special Effects	1
THEA	117	Make-Up	1
THEA	118	Costuming	1
THEA	124	Stage Lighting & Sound	3
THEA	212	Oral Interpretation	3
THEA	216	History of Theatre	3
THEA	304	Directing and Advanced Production	3
THEA	306	Acting II	3
THEA	307	Shakespeare	3

**Total Communications with Fine Arts Emphasis** **63**  
**(Communications Core + Fine Arts Core + Additional Requirements + Fine Arts Electives)**

### English Emphasis

The William Penn University English Emphasis offers a curriculum that provides students a liberal arts focus through close study of literature as an expression of the human condition. Students will gain experience interpreting literary and other texts and in writing to communicate, to inform, and to argue and to express.

<b>Communications Major: Communications Core Classes</b> for the English Emphasis			<b>18</b>
APCS	112	Computer Applications for Communications	3
ART	134	Design & Composition	3
COMM	123	Media's Past & Digital Future	3
COMM	390	Applied Communications Seminar	3
ENGL	220	Introduction to Literature	3
MUSI	104	Fundamentals of Music	3

<b>English Core Classes</b> required classes for the English Emphasis			<b>33</b>
ENGL	226	British Lit through 1784	3
ENGL	227	British Lit since 1784	3
ENGL	231	Creative Writing	3
ENGL	238	American Lit through 1865	3
ENGL	239	American Lit since 1865	3
ENGL	300	Theory of Language	3
ENGL	307	Shakespeare	3
ENGL	310	Advanced Writing	3
ENGL	350	Early World Literature	3
ENGL	351	Modern World Literature	3
COMM/THEA/ENGL		Elective	3

**Total Communications with English Emphasis** **51**  
**(Communications Core/English Emphasis + English Core)**

## MUSIC MAJOR

Students interested in intense training in music should enroll as Music major. The Music degree will prepare students to develop their musical abilities, both instrumental and vocal, for further work in graduate programs and as professional musicians.

<b>Music Major: Music Major Core Classes</b>			<b>33</b>
LDRS	220	Arts & Society I	3
MUAP	101	Piano/Keyboard <b>or</b>	
MUAP	102	Class Piano	1
MUSI	123	Music Theory I	3
MUSI	124	Music Theory II	3
MUSI	223	Music Theory III	3
MUSI	224	Music Theory IV	3
MUSI	216	History of Music I	3
MUSI	217	History of Music II	3
MUSI	336	Conducting I	2
MUSI	337	Conducting II	2
MUSI	339	Ear Training/Sight Singing I	2
MUSI	340	Ear Training/Sight Singing II	2
MUSI	100	Applied Music Seminar	
COMM	390	Communications Seminar	3
<i>8 hours from the following - Courses may be repeated</i>			
MUAP	130	WPU Jazz Ensemble	1
MUAP	131	Marching Band	1
MUAP	250	WM Penn Singers	1
MUAP	251	Concert Band	1
<i>Required course for Vocal Emphasis</i>			
<i>8 hours of</i>			
MUAP	101	Private Instruction in Voice	1
<i>Required course for Instrumental Emphasis</i>			
<i>8 hours of</i>			
MUAP	101	Private Instruction	1
<b>Total Music with either Vocal or Instrumental Emphasis</b>			<b>49</b>

## MINORS

<b>Art Minor</b> <i>required courses for the Art Minor</i>			<b>12</b>
ART	121	Drawing I	3
ART	130	3-D Design	3
ART	134	Design & Composition	3
ART	215	History of Art	3
<i>Three hours from the following</i>			<b>3</b>
ART 210 Watercolor			3
ART 216 Introduction to Acrylics			3



<i>Six hours from the following</i>			<b>6</b>
ART	112	Pastel Drawing	1
ART	117	Pen and Ink Drawing	3
ART	210	Watercolor	3
ART	211	Introduction to Photography	3
ART	216	Introduction to Acrylics	3
ART	235	Graphic Art	3
ART	331	Ceramics I	3
ART	332	Ceramics II	3
<b>Total Art Minor</b>			<b>21</b>
<b>Digital Communications Minor</b> <i>required courses for the Digital Communications Minor</i>			<b>24</b>

*Students must complete the Digital Communications Minor Core, plus the courses in one of the three Digital Communications Concentrations.*

<b>Digital Communications Minor Core courses</b>			<b>18</b>
COMM	102	Media Writing	3
COMM	123	Media's Past & Digital Future	3
COMM	126	Video Production I	3
COMM	238	Communication Theory & Ethics	3
COMM	250	TV News I	3
COMM	268	Social Media	3
<b>TV Concentration courses</b>			<b>6</b>
COMM	128	Audio Production & Radio	3
COMM	126	Video Production II	3
<b>Journalism Concentration</b>			<b>6</b>
COMM	220	Principles of Journalism & Reporting	3
COMM	235	Media Practicum	3
<b>Public Relations Concentration</b>			<b>6</b>
COMM	225	Writing for Public Relations	3
COMM	235	Media Practicum	3
<b>Graphic Art Minor</b> <i>required courses for the Graphic Art Minor</i>			<b>25</b>
APCS	112	Communications Computer Apps	3
APCS	205	Algorithms & Programming (Java)	4
APCS	336	Web Programming	3
ART	211	Introduction to Photography	3
ART	215	History of Art	3
ART	121	Drawing I	3
ART	134	Design & Composition	3
ART	235	Graphic Art	3
<b>Total Graphic Art Minor</b>			<b>25</b>

<b>Music Minor</b>	<i>required courses for the Music Minor</i>		<b>16</b>
MUSI	123	Music Theory I	3
MUSI	124	Music Theory II	3
MUSI	140	Music in the Electronic Medium	3
MUSI	216	History of Music	3
MUSI	336	Conducting	2
MUSI	339	Ear Training and Sight Singing	2
<i>Five hours from the following</i>			<b>5</b>
MUAP	101	Private Lessons	1
MUAP	102	Piano Class I	1
MUAP	103	Guitar Class I	1
MUAP	130	WPU Jazz Ensemble	1
MUAP	131	Pep Band	1
MUAP	202	Class Piano II	1
MUAP	203	Guitar II	1
MUAP	250	Penn Singers	1
THEA	124	Stage Lighting & Sound	3
<i>Piano proficiency requirement must be met.</i>			
<b>Total Music Minor</b>			<b>21</b>
<b>Theatre Minor</b>	<i>required courses for the Theatre Minor</i>		<b>15</b>
THEA	104	Basic Production	3
THEA	106	Acting I	3
THEA	110	Improvisation & Movement	3
THEA	212	Oral Interpretation	3
THEA	216	History of Theater	3
<i>Six hours from the following</i>			<b>6</b>
THEA	114	Theatre Production	3
THEA	116	Special Effects	1
THEA	117	Makeup	1
THEA	118	Costuming	1
THEA	304	Directing & Advanced Production	3
THEA	306	Acting II	3
THEA	307	Shakespeare	3
<b>Total Theatre Minor</b>			<b>21</b>
<b>English Minor</b>	<i>required courses for the English Minor</i>		<b>15</b>
ENGL	226	British Lit to 1784	3
ENGL	227	British Lit Since 1784	3
ENGL	238	American Lit to 1865	3
ENGL	239	American Lit Since 1865	3
ENGL		Elective (+200-level)	3
<i>Three hours from the following</i>			<b>3</b>
ENGL	350	Early World Literature	3
ENGL	351	Modern World Literature	3
<i>Three hours from the following</i>			<b>3</b>
ENGL	215	Business & Technical Writing	3
ENGL	231	Creative Writing	3
ENGL	310	Advanced Writing	3
<b>Total English Minor</b>			<b>21</b>

## NURSING DIVISION

### Nursing Mission

The mission of the William Penn University RN-BSN program is to prepare BSN graduates with enhanced leadership skills that are essential to nursing practice in a diverse and ever-changing healthcare environment. Educational preparation is grounded in the nursing program's outcomes and William Penn's foundational concepts of leadership, ethical practice, lifelong learning and commitment to service.

### Nursing Philosophy

The division of nursing embraces a commitment to *The Theory of Human Caring and the Ten Caritas Processes* embedded in Dr. Jean Watson's Theory and William Penn University's *Five Quaker Principles* which provide the registered nurse an opportunity to build on their pre-licensure education and develop complex decision making skills to provide safe and holistic care to self and all communities.

### Coordinating Programs

The division of nursing has agreements with several Iowa community colleges which enable students to include their registered nurse plan of study with their liberal arts studies.

Students who complete the requirements for the A.A.S. at these community colleges and the specified requirements for a coordinating program at William Penn University will receive a B.S.N.

Specific course requirements for these coordinating programs are available in the offices of Admissions and the Registrar.

The following institutions have articulation agreements with the WPU Nursing Division:

Des Moines Area Community College  
Iowa Central Community College  
Kirkwood Community College  
Southeastern Community College

Indian Hills Community College  
Iowa Valley Community College  
North Iowa Area Community College  
Southwestern Community College

### Core Nursing Courses

NURS 300	Health Assessment / Pathophysiology	3
NURS 301	Professional Nursing for the RN-BSN	5
NURS 302	Leading & Managing for the RN-BSN	5
NURS 303	Community Health for the RN-BSN	5
NURS 401	Evidence Based Practice for the RN-BSN	5

### Other related requirements

BUSI 130	Contemporary Business	3
BUSI 345	Organizational Behavior	3
BUSI 347	Business Ethics	3
MATH 105	Math for Leaders	3
MATH 303	Statistical Methods	3

**Total Nursing Core** **38**

**Electives** **0-8**

NURS 451	Research Applications	1-4
NURS 461	Guided Study Electives	1-4

**OR** any 300-400 level NURS course

**Total RN to BSN hours** **38-46**

**Total BSN hours** **124**

## SOCIAL & BEHAVIORAL SCIENCES DIVISION

The Division of Social and Behavioral Sciences endeavors to:

- promote the personal, social, and professional development of its students
- cultivate the necessary skills, knowledge, and attitudes, which facilitate a broad and deep understanding of oneself and society within a larger personal, social, cultural, and historical context.

**Majors** are available in

History/Government *with Emphases in*  
 General History/Government  
 American History  
 American Government  
 Pre-law  
 Human Services  
 Psychology  
 Sociology *with Emphases in*  
 General Sociology  
 Criminology

**Minors** are available in

Criminology  
 Human Services  
 Psychology  
 Religion  
 Sociology

**Secondary Teaching Endorsements** are available in

American Government  
 American History  
 Psychology  
 Sociology

## HISTORY/GOVERNMENT MAJOR

The History/Government major provides students with an understanding of the past and of contemporary political, constitutional, economic, social, cultural, and international issues. This major increases historical consciousness, assesses significant trends and patterns, relates the past to the present, examines contemporary political institutions and constitutional issues, and provides a better foundation upon which to solve contemporary problems. Majors experience American History and Government through multi-media resources, small group discussions, lectures, projects, internships, and other methods. Career opportunities are available in academia, government, public service, public administration, law, business, communications, journalism, historical organizations, libraries, museums, archives, research, writing, publications, preservation, restoration, and related areas.

### History/Government CORE

Required courses 9 hours

HIST	130	American History to 1900	3
PLSC	125	United States National Government	3
HIST/PLSC	390	History/Government Practicum	3

### General History/Government EMPHASIS

Required courses 21 hours

HIST	132	American History, 1900-1945	3
HIST	134	American History Since 1945	3
PLSC	100	International Relations	3
PLSC	230	Congress and the Presidency	3
HIST/PLSC		Electives	9

History/Government Core	9
General History/Government Emphasis	21

<b>Total History/Government Major with General Emphasis</b>	<b>30</b>
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**American History EMPHASIS**

Required courses 21 hours

HIST	132	American History, 1900-1945	3
HIST	134	American History Since 1945	3
HIST		Electives ( <i>any American HIST 200-300 except HIST 390</i> )	15

History/Government Core 9

American History Emphasis 21

**Total History/Government Major with American History Emphasis 30****American Government EMPHASIS**

Required courses 21 hours

PLSC	230	Congress and the Presidency	3
PLSC	250	American Political Parties and Elections	3

*Fifteen hours from the following* 15

PLSC	100	International Relations
PLSC	150	Comparative Politics
PLSC	217	Ethnic and Race Relations
PLSC	310	Political Thought
PLSC	321	U.S. Public Opinion and Interest Groups
PLSC	332	American Constitutional History
PLSC	349	International Business

History/Government Core 9

American Government Emphasis 21

**Total History/Government Major with American Government Emphasis 30****Pre-Law EMPHASIS**

Required courses 21 hours

PLSC	331	Law and Society	3
PLSC	332	American Constitutional History	3
PLSC	333	Constitutional Rights and Liberties	3
BUSI	310	Commercial Law	3
BUSI	311	Contemporary Business Law	3

*Six hours from the following* 6

PLSC	230	Congress and the Presidency
PLSC	234	American Black History
PLSC	310	Political Thought
PLSC	319	Women in American History

History/Government Core 9

Pre-Law Emphasis 21

**Total History/Government Major with Pre-Law Emphasis 30****HUMAN SERVICES MAJOR**

Drawing from psychology, sociology, and health science, the Human Services program presents our majors with the interdisciplinary perspective required of those desiring to provide human and social services to individuals and communities. The program curriculum fosters the development of knowledge, skills, and experiences required of professionals who work in public and private human services agencies and organizations.

The degree prepares students for entry-level positions in the human services - e.g., community mental health, psychological counseling, community social services, criminal justice, and other human welfare agency settings - as well as further, graduate-level study. Employment roles include, but are not limited to, case management, crisis counseling, direct service provision, and administrative/supervisory oversight.

<b>Psychology</b>			12
PSYC 108	Life-Span Psychology		3
PSYC 221	Introduction to Counseling		3
PSYC 331	Human Services in Contemporary America		3
PSYC 348	Crisis Intervention		3
<b>Sociology</b>			12
SOCI 123	Sociology of Contemporary Issues		3
SOCI 217	Ethnic and Race Relations		3
<b>OR</b>			
SOCI 219	Sex and Gender in Society		3
SOCI 220	Social Organization		3
SOCI 335	Social Research Methods		3
<b>Physical Education</b>			6
PHLE 231	Substance Abuse		3
PHLE 208	Recreational Leadership		3
<b>OR</b>			
PHLE 210	Camp Management and Outdoor Education		3
<b>OR</b>			
PHLE 336	Organization and Administration of Health, Physical Education, and Recreation		3
<b>Electives</b> ( <i>students must take 2 of the following courses</i> )			6
PHLE 334	Tests & Measurements in Health, Physical Education, and Recreation		3
PSYC 240	Health Psychology		3
PSYC 305	Theories and Systems of Counseling		3
PSYC 322	Multicultural Counseling Approaches		3
PSYC 326	Abnormal Psychology		3
SOCI 211	Introduction to Criminology		3
SOCI 218	Juvenile Delinquency		3
SOCI 311	Marriage and Family		3
<b>Human Services</b>			3
HS 390	Human Services Practicum		3
<b>Human Services Major</b>			<b>39</b>

## PSYCHOLOGY MAJOR

The Psychology program provides our majors with both a solid base of content knowledge in psychology and specific human relations skills training, enabling them to function at a high level in various people-serving organizations, or go on successfully to graduate school. Students who complete a major in psychology will have an enhanced understanding of human behavior, skills in utilizing and evaluating psychology research, improved communication and interpersonal skills, and a broadened understanding of how psychology issues influence contemporary thought, demonstrating critical thinking skills.

**Psychology CORE**

Required courses 21 hours

PSYC 102	Introduction to Psychology	3
PSYC 260	Social Psychology	3
PSYC 326	Abnormal Psychology	3
PSYC 327	Personality	3
PSYC 333	Learning	3
PSYC 335	Experimental Psychology	3
PSYC 390	Psychology Practicum	3
PSYC	Electives	9

**Total Psychology Major 30**

## SOCIOLOGY MAJOR

The Sociology Program provides our majors, both general and criminology emphasis, with a solid foundation of substantive knowledge on sociology. Beyond emphasizing content in sociological theory and research methodology, the general emphasis program leads majors to study social inequality and other mainstream sociological areas of inquiry. The criminology emphasis program, also emphasizing content in sociological theory and research methodology, includes courses in criminology and criminological theory as well as juvenile delinquency. Majors in sociology are prepared to enter careers in a wide array of human social services, both in and out of law enforcement, juvenile delinquency programming, or corrections, or they may further their higher education by going on to graduate school.

Students who complete a major in sociology will have an enhanced understanding of human aggregate behavior, skills in utilizing and evaluating social research, improved communication and interpersonal skills, and a broadened understanding of how social-structural processes and forces influence human behavior and patterns of contemporary thought, thereby incorporating critical thinking skills.

**Sociology CORE**

Required courses 12 hours

SOCI 101	Introduction to Sociology <b>or</b>	
SOCI 123	Sociology of Contemporary Issues	3
SOCI 335	Social Research Methods	3
SOCI 350	Social Theory	3
SOCI 390	Sociology Practicum	3

**Sociology – General EMPHASIS** Required courses 18 hours

SOCI 217	Ethnic and Race Relations <b>or</b>	
SOCI 219	Sex and Gender in Society	3
SOCI	Electives	15

Sociology Core 12

General Emphasis 18

**Total Sociology Major with General Emphasis 30**

**Sociology – Criminology EMPHASIS** Required courses 18 hours

SOCI 211	Introduction to Criminology	3
SOCI 218	Juvenile Delinquency	3
SOCI 328	Criminological Theory and Practice	3
SOCI	Electives	9

Sociology Core 12

Criminology Emphasis 18

**Total Sociology Major with Criminology Emphasis hours 30**

**Criminology MINOR Required courses**

SOCI	101	Introduction to Sociology <b>or</b>	
SOCI	123	Sociology of Contemporary Issues	3
SOCI	211	Introduction to Criminology	3
SOCI	328	Criminology Theory	3
SOCI	335	Social Research Methods	3
SOCI		Electives	6

**Total Criminology Minor 18**

**Human Services MINOR Required courses**

PSYC	102	Introduction to Psychology	3
PSYC	331	Human Services for Contemporary America	3

*Twelve hours from the following\**

*\*Six hours must be selected from 6*

PSYC	108	Life-Span Psychology	
PSYC	240	Health Psychology	
PSYC	326	Abnormal Psychology	
PSYC	327	Personality	

*\*Six hours must be selected from 6*

PSYC	221	Introduction to Counseling	
PSYC	305	Theories and Systems of Counseling	
PSYC	322	Multicultural Counseling Approaches	
PSYC	348	Crisis Intervention and Group Facilitation	

**Total Human Services Minor 18**

**Psychology MINOR Required courses**

PSYC	102	Introduction to Psychology	3
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*Fifteen hours from the following\**

*\*Nine hours must be selected from 9*

PSYC	108	Life-Span Psychology	
PSYC	203	Educational Psychology	
PSYC	240	Health Psychology	
PSYC	260	Social Psychology	

*\*Six hours must be selected from 6*

PSYC	326	Abnormal Psychology	
PSYC	327	Personality	
PSYC	333	Learning	
PSYC	335	Experimental Psychology	

**Total Psychology Minor 18**

**Religion MINOR**

*Fifteen hours from the following 15*

RELI	104	Understanding the Old Testament	3
RELI	106	Understanding the New Testament	3
RELI	204	Christianity in America	3
RELI	206	Christian Ethics	3
RELI	210	Religion in Modern America	3
RELI	212	Religion and Society	3
RELI	230	Psychology of Religion	3
RELI	299	Special Topics in Religion	3
RELI	300	Comparative Religion	3

**Total Religion Minor 15**



**Sociology MINOR Required courses**

SOCI	101	Introduction to Sociology	or	
SOCI	123	Sociology of Contemporary Issues		3
SOCI	335	Social Research Methods		3
SOCI	350	Social Theory		3
SOCI		Electives		9
<b>Total Sociology Minor</b>				<b>18</b>

## COLLEGE FOR WORKING ADULTS

ASSOCIATE OF ARTS IN LEADERSHIP STUDIES PROGRAM - The associate of arts program strives to:

- Provide the students the foundation for success in the pursuit of a broad-based liberal arts education
- Develop a sense of self-awareness in the student so as to enhance the development of leadership skills
- Challenge and develop the intellectual construct for students so as to create more open minded, tolerant and accepting citizens of their respective communities
- Enable the students to critically evaluate challenges and opportunities so that they may continue the journey of life- long learning.

BACHELOR OF ARTS AND BACHELOR OF SCIENCE - The bachelor programs are 60-semester hour, accelerated, upper division degree completion programs designed for adult learners who wish to blend their practical career experience with computer technology and business/management theory. Bachelor degree students receive laptop computers and software for use both inside and outside the classroom. Students gain exposure to the use of the computer as a tool for management decision-making while gaining practical and theoretical knowledge in business and liberal arts.

The bachelor programs provide a broad education that is relevant to a variety of industries and organizations. The curriculum is designed to enable students to work effectively in a workplace that has become increasingly more complex, culturally diverse, and computer reliant.

The bachelor curriculums are structured sequentially, with students taking one course at a time. Courses involve four-hour class sessions once a week, generally for five weeks. Participants form learning teams made up of three to five students who meet outside of class for four to five hours per week to work on assigned individual and group projects. Near the end of the program sequence, students are required to complete a Capstone Course, which integrates material from all previous course work. Students obtain the Bachelor degree by using the courses to build upon other traditional and non-traditional learning experiences. A total of 124 semester credits are required for the degree.

MASTER OF BUSINESS LEADERSHIP (MBL) - The Master of Business Leadership degree has been designed to develop leadership skills and attributes required by participants to excel at both the personal and professional levels. Emphasis is placed on business leadership skills that are critical for leading a variety of business organizations at any level.

The program uses the following straightforward educational design: present the basic challenges of leadership in a series of courses that provides understanding and conceptual solutions to each of these challenges; use experienced faculty mentors and contemporary real world problem sets to assist the student in acquiring the knowledge and practical experiences required to apply these real-world solutions to leadership challenges; provide constant mentoring and feedback to the student to develop and improve essential individual and team leadership skills; and place emphasis on teamwork, business ethics, and servant leadership throughout the curriculum.

*Contact College for Working Adults Student Services for specifics related to individual programs.*

## COURSE DESCRIPTIONS

### APPLIED COMPUTER SCIENCE (APCS)

#### **APCS 112 Computer Applications for Communications**

##### **3 hours credit**

Advanced survey of communication application software, which includes advanced word processing, desktop publishing and E-Commerce. Topics with word-processing include mail-merge and web page development. Topics with desktop publishing include multi-page layouts, typesetting, working with tables, grouped items and layers for the purpose of producing brochures or newsletters. Topics with E-Commerce include business on the Internet, business services online, Internet marketing, digital advertising and web site development. Lab experience with microcomputer software. Lab fee required. Typically offered spring semester.

**Prerequisite: LDRS 105**

**APCS 114 Computer Applications for Business****3 hours credit**

Advanced survey of business application software, which includes spreadsheets, databases, presentation software, and file manipulation on networks. Topics with spreadsheets include design and development, advanced formulas and functions, charting and formatting, and the use of business analysis tools. Topics with databases include design and development of tables, queries, forms and reports for business information purposes. Also included is business communication and presentation software with an emphasis on integrating them with the spreadsheets and databases. Lab experience with microcomputer software. Lab fee required. Offered every fall and spring semester.

**Prerequisite:** LDRS 105

**APCS 116 Geographic Information Systems (GIS)****3 hours credit**

Introduction to terminology, concepts, applications, data acquisition, trends, and careers in Geographic Information Systems (GIS), computer-based mapping software. Includes an overview of related technologies, such as global positioning systems (GPS) and remote sensing (RS), as well as hands-on use of GIS to explore the creation, management, analysis, and mapping of geospatial data across various disciplines, including business, marketing, public safety, health, environment, conservation, agriculture, government, transportation education, utilities, and recreation. Offered every spring.

**APCS 205 Algorithms & Programming****4 hours credit**

Concepts of structured and object-oriented programming including control structure design - sequence, selection, iteration and method call; concepts of data abstraction including primitive data types, strings, arrays, library objects and files; the use of objects and the design of classes including inheritance and interfaces. Emphasis on algorithm development including searching, sorting and recursion. Laboratory experience utilizing features of Java emphasizing application development. Offered spring semester.

**Prerequisite:** LDRS 105

**APCS 215 Visual Programming****3 hours credit**

Concepts of event driven programming using a visual programming language. Includes screen design and layout, subroutines, arrays, disk files, interfacing with databases, searching techniques and graphics. Laboratory exercises will utilize Visual Studio and the .net framework. Offered fall semester.

**Prerequisite:** APCS 205 or consent of instructor

**APCS 220 Computer Organization & Digital Circuits****3 hours credit**

Introduction to the fundamental principles of digital logic analysis & design, computer organization, and digital communication. Includes logic elements, asynchronous logic, microprocessors, computer architecture, assembly language programming, and operating systems. Open labs. Lab fee required. Offered spring semester.

**Prerequisites:** MATH 211 and either MATH 140 or 241, LDRS 105 (APCS 205 or INDU 333 strongly recommended)

**APCS 225 File Processing (COBOL)****3 hours credit**

Concepts of establishing, maintaining, updating, and processing computer data files and databases for the purpose of generating management information reports. Includes program planning and design, control-break processing, on-line processing, sequential and indexed files, database access, and maintenance programming. Emphasis will be placed on using COBOL in a multi-user environment. Lab fee required. Offered on demand.

**Prerequisite:** APCS 205

**APCS 242 Computer & Network Management****3 hours credit**

Students will determine computer performance based on evaluation of component specifications and analysis. Construction management of computer systems will be covered. Fundamentals of networking including OSI communications model, router, and routing protocols, network device operation such as switching and routing. A+ and Network+ fundamentals are covered. Open labs. Offered fall semester.

**Prerequisite:** LDRS 105

**APCS 265 System Analysis and Design Methods****3 hours credit**

Emphasis on structured analysis & design including the systems development life cycle. Includes fact finding techniques, data flow diagrams, entity/relationship diagrams, case tools, feasibility analysis, input/output design, user interface design, prototyping, file and database design. Offered spring semester.

**Same as** BUSI 265

**Prerequisites:** LDRS 105 and either APCS 205 or BUSI 130

**APCS 305 Programming Techniques****1 hour credit**

Emphasis on problem classification and selection of appropriate problem solving techniques including algorithm and data structures. Laboratory sessions involving application to "real-life" problems. Offered fall semester of even numbered years.

**Prerequisite:** Consent of instructor

**APCS 311 Networking****3 hours credit**

Continuation of networking concepts including switching and routing concepts are covered as well as the design and management of a network system. The management of servers and server software such as Linux or Windows will be included. Network+ and Server+ fundamentals will be covered. Open labs. Offered every third semester.

**Prerequisite:** APCS 242

**APCS 312 Operating Systems****3 hours credit**

System software operation which includes the evaluation of the management of processes, memory, files and I/O devices will be covered. Comparison of management schemes will be applied to Windows and Linux. Open labs. Offered every third semester.

**Prerequisite:** APCS 242

**APCS 326 Database Management Information Systems****3 hours credit**

Emphasis on database systems used for management information. Examines relational databases and provides concepts for design, development, and implementation of database management information systems. Topics include normalization, SQL, comparison of different database models, backup and recovery, security, and development of an information system. Two lectures and one lab session per week. Offered every third semester.

**Same as BUSI 326**

**Prerequisites:** APCS 114; Junior standing recommended

**APCS 336 Web Programming****3 hours credit**

Introduction to range of programming and data management tools in the context of website development with a focus on PHP and MySQL. Students will become familiar with web development concepts and terminology. Web programming, database design and setup are integrated with design techniques and project management to give the student firsthand experience with live website development. Some hands on experience with software including Apache, PHP, MySQL, Webmin, and specialized text editors. Lab fee required. Offered every third semester.

**Prerequisites:** APCS 205 and APCS 112 / APSC 130 or consent of instructor

**APCS 344 Training Practicum****1 hour credit**

Experience designing and conducting user training sessions in conjunction with Computing Services. May include application software, operating systems or Internet usage. Offered fall of odd-numbered years.

**Prerequisite:** LDRS 105, 3 hours of APCS coursework, and Junior standing

**APCS 345 Numerical Analysis Methods****3 hours credit**

Techniques for curve fitting, interpolation, numerical differentiation and integration; solutions of equations and systems of linear equations; polynomial approximation; error analysis, statistics and eigenvectors. Emphasis on the development of mathematical algorithms and data analysis techniques for solving problems encountered by engineers and scientists. Some solutions will be implemented in MATLAB or C/C++. Lab fee required. Offered every third semester.

**Same as MATH 345 Lab fee required.**

**Prerequisites:** LDRS 105 (205 recommended), MATH 241 (211 recommended), PHYS 201/211

**APCS 346 Information & Security Assurance****3 hours credit**

Information security, concepts practice and policy will be covered including the auditing of network systems. Data security concepts such as cryptography and integrity will be discussed. Further, computer system security concepts such as authentication, authorization and accounting management techniques will be covered. Finally, software security, network security and Internet security management techniques will be discussed. Security+ fundamentals will be covered. Open labs. Offered every third semester.

**Prerequisites:** APCS 311

**APCS 350 Data Structures & Algorithm Analysis****4 hours credit**

Emphasis on fundamental data structures including strings, stacks, queues, lists, graphs, trees, and heaps. Includes order of magnitude analysis of algorithms, object-oriented programming, searching and sorting methods, and concepts of software engineering for large scale projects. Programming projects will be implemented in C++. Three lectures and one lab session per week. Offered every third semester.

**Prerequisites:** APCS 205, APCS 220, MATH 212

**APCS 355 Testing & Quality Assurance****3 hours credit**

A comprehensive study of software testing in traditional structured and unstructured environments using Quality Assurance principles. Students will learn how to improve and control the test process and assess results, and learn effective ways of automating test execution in a structured way. Offered every third semester.

**Prerequisites:** APCS 205, APCS 265

**APCS 360 Software Engineering Project****3 hours credit**

Team project utilizing accepted software engineering methodologies to analyze a current information system and design a replacement system. Includes interviewing end-users, analyzing system requirements; designing output, input, user interface, files & databases; specifying processing, system controls, and selecting hardware & software. Use of commercially available CASE, data dictionary, and prototyping tools. One lecture and two laboratory sessions per week. Offered fall semester.

**Prerequisites:** APCS 220, APCS 265

**APCS 370 Systems Implementation****3 hours credit**

Individual or group project work, which produces a quality system from design specifications and prototype developed in APCS 360. Includes scheduling and project management, file and/or database creation or conversion, programming or software modification, software testing, user training and operational review. Offered spring semester.

**Prerequisite:** APCS 360

**APCS 390 Professional Development Seminar****2 hours credit**

Readings and discussion of professional and ethical issues; preparation of an individual's professional portfolio. Participation in a professional meeting and presentation of a paper based on original research and/or ideas encountered at the meeting. Offered spring semester.

**Same as** INDU/MATH/PHYS 390

**Prerequisite:** Consent of instructor

**APCS 395 Professional Development Seminar II****1 hour credit**

Continuation of professional development in a second area. Preparation of a professional portfolio; presentation of an individual research project or participation in another professional meeting and presentation of a research paper. Offered as needed.

**Pre/Co-requisite** APCS/MATH/PHYS 390

## APPLIED SCIENCE (APSC)

*\*The following APSC courses are credit/no credit courses with a prerequisite of LDRS 105 or consent of instructor.*

**APSC 121:00 Intermediate Word Processing****1 hour credit**

Includes advanced topics in word processing including page layout, mail merge, formatting, columns, templates, and graphics. Projects will include the development of brochures, documents that include information databases, and pages that will reside on a web server. Lab experience with a microcomputer based word processor. Lab fee required.

**APSC 130:00 Internet****1 hour credit**

Survey of the resources available on the Internet as well as the tools used to access them. Topics include e-commerce, web page production using HTML and scripting languages. Lab experience with microcomputer based Internet tools. Lab fee required.

**APSC 140:00 Desktop Publishing**

Introduction to terminology, concepts, and hands-on experience with desktop publishing. Topics include layout, font selection, illustration, and integrating text and graphics. Lab experience with a microcomputer based desktop publishing package. Lab fee required.

**APSC 141:00 Graphical User Interfaces****1 hour credit**

A further study of graphical user interfaces including working with Windows options and folders, organizing files, using advanced email features and management tools. Lab experience with Windows, Outlook, and Powerpoint. Lab fee required.

**APSC 160:00 Spreadsheets****1 hour credit**

Survey of spreadsheets and how they are used. Topics include spreadsheet design, formulas, functions, lookup tables, charts, and formatting. Lab experience with a microcomputer based spreadsheet. Lab fee required.

**APSC 170:00 Databases****1 hour credit**

Survey of databases and how they are used. Topics include database design, tables, queries, sorting, searching, reports, and forms. Lab experience with a microcomputer based relational database. Lab fee required.

## ART (ART)

**ART 112 Pastel Drawing—Studio Art Class****3 hour credit**

An introduction to basic pastel drawing using both hard and soft pastels on a variety of surfaces including pastel, watercolor, and printmaking papers, illustration board and sandpaper. Emphasis is on technique, under-painting, and using color to enhance composition. Offered every spring. Lab fee required.

**ART 117 Pen and Ink Drawing—Studio Art Class****3 hours credit**

Emphasis on pen and ink techniques including stippling, contour, parallel and crosshatching on various papers and boards. A varied subject matter will provide students the opportunity to learn shading. Offered fall semester of even years. Lab fee required.

**ART 121 Drawing 1****3 hours credit**

Drawing in various media including pencil, charcoal, conte, pastel, and pen and ink. Subjects include still life, models, landscape, and animals. Offered every fall. Lab fee required.

**ART 130 Three Dimensional Design—Studio Art Class****3 hours credit**

An introduction to 3-D design principles and exploration of a variety of media. Offered fall of odd years. Lab fee required.

**ART 134 Design and Composition****3 hours credit**

Principles of design, the creative process, and applying basic formats and theories in simple design and projects. Analysis of design and compositional elements. Principles of color theories. Emphasis on line drawings, marker renderings, perspective concepts, and basic drawing skills. Introduction to personal computer tools such as image manipulation and vector-based illustration software. Lab fee required. Offered every fall.

**ART 210 Watercolor****3 hours credit**

Various techniques and styles of watercolor are explored including dry brush, wet on wet, and washes on assorted papers. Subject matter includes still life, landscape, portrait, and others. Lab fee required. Offered every spring.

**Prerequisite:** ART 121

**ART 211 Introduction to Photography****3 hours credit**

A beginning course in black and white photography. Topics include operation of the 35mm single-lens-reflex camera, photographic composition, flash and available light photography film processing and enlarging. Students must have a 35mm camera and flash or permission of the instructor. Lab fee required.

**ART 215 History of Art****3 hours credit**

An overview of ancient to modern art and architecture of western civilization. Offered fall semester of even years.

**ART 216 Introduction to Acrylics—Studio Art Class****3 hours credit**

Introduction to basic acrylic painting techniques and styles of painting, including abstract, impressionism, surrealism, and others. Students will work with various types of brushes, masking techniques, under-painting, paints, and surfaces. Offered fall semester of odd years. Lab fee required.

**Prerequisite:** ART 121

**ART 235 Graphic Art****3 hours credit**

Lecture and lab will develop a solid base in technical and creative skills utilizing the latest personal computer tools. Emphasis on design of logos, typography and type as a design element, packaging materials, continuous page layout, and grid design. Emphasis on the design process of digitally produced materials, developed in stages from roughs and overlays to presentations of illustrations, advertisements, and brochures. Will use Adobe image manipulation software, vector-based illustration software, and specialized computer graphic tools to integrate images and type in producing posters, signage, direct mail advertisements, and advertising. Lab fee required. Offered every spring.

**Prerequisite:** LDRS 105, ART 134

**ART 331 Ceramics I—Studio Art Class****3 hours credit**

Fundamentals of pottery including terminology, hand-building processes, and wheel methods with projects in pinch, coil, slab, sculpture, and wheel work. Lab fee required. Offered every semester.

**Prerequisite:** Sophomore standing

**ART 332 Ceramics II—Studio Art Class****3 hours credit**

Further development of basic techniques with special emphasis on wheel work. Advanced decorating and throwing methods, fundamentals of glaze making, and firing will be presented. Lab fee required. Offered every spring.

**Prerequisite:** ART 331

## BIOLOGY (BIOL)

**BIOL 106 General Biology I****4 hours credit**

Describes the basis of life, from molecules, cells, and genes to the function of animal systems, with an introduction to some laboratory techniques used in the study of biology. Three lectures and one lab session per week. Lab fee required. Offered in the fall semester.

**BIOL 107 General Biology II****4 hours credit**

Continues the study of life with a survey of the diversity of living things and the ways in which they relate to their environment. Three lectures and one lab session per week. Lab fee required. Offered in the spring semester.

**Prerequisite:** BIOL 106

**BIOL 111 Environmental Biology****3 hours credit**

An introduction to the study of the environment, with an emphasis on studying interrelationships between ecosystems, geological systems, and social systems. This course includes lecture, lab, field, and service components.

**BIOL 150 Biology Field Trip****1 hour credit**

A three- to seven-day excursion to experience first-hand the variety of geological and biological systems present in the central United States. Pre- or post-course discussion and research papers may be required. Course may be repeated up to three times. Lab fee required.

**Same as** EASC 150

**BIOL 202 Medical &Scientific Terminology****2 hours credit**

Familiarizes students with terminology used in medicine and biology. Includes study of roots, prefixes, and suffixes derived from Latin and Greek as well as basic terms dealing with anatomy, diseases, and medical procedures.

**BIOL 216 Anatomy and Physiology****4 hours credit**

A course designed for non-biology majors that study the structure and function of the human body. Includes how the various systems of the body work with homeostasis. Three lectures and one lab per week. Lab fee required.

**BIOL 220 Vertebrate Fauna****3 hours credit**

Examines the natural history, behavior, form, and function of vertebrates, emphasizing Midwestern forms. Two lectures and one lab session per week. Lab fee required.

**Prerequisites:** BIOL 107 or consent of instructor

**BIOL 225 General Botany****4 credit hours**

Introduction to the basic concept of Plant Biology. Among the topics covered are: plant physiology, plant cells and tissues, cell division, reproduction, genetics, development, anatomy, plant diversity and systematics, and evolution. Three lectures and one lab per week. Lab fee required.

**BIOL 300 Natural Science Seminar****1 hour credit**

Discussion of journal/periodical resources in the student's chosen area, performance and presentation of small independent laboratory project, participation in a school-sponsored academic event or in a professional meeting.

**Same as CHEM 300**

**Prerequisite: Junior or Senior standing**

**BIOL 304 Plant Taxonomy and Local Flora****4 hours credit**

Study of the taxonomy and systematics of the vascular plants and identification of the common plants of the Midwest. Three lectures and one lab session per week. Lab fee required.

**Prerequisite: BIOL 107**

**BIOL 307 General Ecology****4 hours credit**

Includes an introduction to experimental design and interpretation. Studies relationship between organisms and their natural environment. Some mathematical skill helpful. Emphasis on Midwestern ecosystems. Three lectures and one lab session per week. Lab fee required.

**Prerequisite: BIOL 107 or consent of instructor**

**BIOL 308 Microbiology****4 hours credit**

Application of microbiological techniques for study of microorganisms including aspects of bacteriology, immunology, and virology. Three lectures and one lab session per week. Lab fee required. Offered in the fall semester.

**Prerequisite: CHEM 101 or consent of instructor**

**BIOL 313 Comparative Anatomy****4 hours credit**

Provides Information about the structures that make up bodies of humans and other vertebrates, and discusses how they are used and modified for the survival of the organism. Emphasizes dissection as an important method of learning about animal structures. Three lectures and one lab sessions per week. Lab fee required.

**Prerequisite: BIOL 106 and BIOL 107 or consent of instructor**

**BIOL 314 Human Anatomy****4 hours credit**

Provides a comprehensive introduction to the structures of the human body. All the major body systems are covered, with additional units on histology and developmental anatomy. Coursework emphasizes animal dissection and the use of human models. Lab fee required.

**Prerequisite: BIOL 106 and BIOL 107 or consent of instructor**

**BIOL 315 Physiology****4 hours credit**

Deals with the functions and regulatory mechanisms of animal organ systems, with a primary emphasis on humans. Three lectures and one lab session per week. Lab fee required.

**Prerequisites: CHEM 101 and BIOL 313 or 314, or consent of instructor**

**BIOL 322 Medical Biology****3 hours credit**

An investigation into the medical aspects of the five kingdoms of life, as well as viruses, exploring the roles of organisms in human health, disease, medicines and medical modeling. Includes an introduction to experimental design and interpretation.

**Prerequisites: MATH 100, BIOL 106, BIOL 107 or consent of instructor**

**BIOL 335 Genetics****4 hours credit**

Teaches students to analyze the inheritance of traits of various organisms and to understand the molecular and cellular basis of inheritance. Three lectures and one lab session per week. Lab fee required.

**Prerequisite: BIOL 308 or consent of instructor**

**BIOL 341 Developmental Biology****4 hours credit**

Describes the embryonic development of organisms, and deals with the experimental analysis of cause and effect during development. Two lectures and one lab session per week. Lab fee required.

**Prerequisites: BIOL 313 or 314 and BIOL 335, or consent of instructor**

**BIOL 345 Biochemistry****4 hours credit**

A study of the basic biochemical pathways found in living systems. Emphasis will be on molecular genetics, protein synthesis, carbohydrate metabolism, and photosynthesis. Three lectures and one lab session per week. Lab fee required. Offered in the spring semester.

**Same as CHEM 345**

**Prerequisite:** CHEM 201 or consent of instructor

**BIOL 390 Biology Practicum****1 hour credit**

A capstone course to allow students to integrate the knowledge and skills they have obtained in the study of Biology. One hour offered in the fall semester and one hour offered in the spring semester. Two credits required for biology core.

**Prerequisite:** Junior or Senior standing

## **BUSINESS ADMINISTRATION (BUSI)**

**BUSI 130 Contemporary Business****3 hours credit**

Overview of the foundations of business including, but not limited to, business ethics, terms of ownership, management, organization, production, human resources, finance, and marketing. The case-study method of analysis also will be introduced. Offered every spring.

**BUSI 201 Principles of Accounting I****3 hours credit**

Concepts and issues of financial accounting as a system of recording, classifying, summarizing, and interpreting business transactions for the purpose of preparing financial reports. Offered every fall.

**Prerequisite:** Sophomore standing or consent of instructor

**BUSI 202 Principles of Accounting II****3 hours credit**

A continuation of Principles of Accounting I with an emphasis on financial analysis and reporting to aid management in decision making. Offered every spring.

**Prerequisite:** BUSI 201

**BUSI 230 Principles of Management****3 hours credit**

Introduction to the management discipline designed to provide a basic understanding of both theory and practice encompassing the planning, organizing, staffing, directing, and controlling functions. Offered every semester.

**Prerequisite:** LDRS 102; BUSI 130 recommended

**BUSI 265 Systems Analysis and Design Methods****3 hours credit**

Emphasis on structured analysis & design including the systems development life cycle. Includes fact finding techniques, data flow diagrams, entity/relationship diagrams, case tools, feasibility analysis, input/output design, user interface design, prototyping, file and database design.

**Same as APCS 265**

**Prerequisites:** LDRS 105 and either APCS 205 or BUSI 130

**BUSI 301 Intermediate Accounting I****3 hours credit**

**Basic accounting** theory relating to income measurement and asset valuation. Special emphasis on the problems, principles and concepts of accounting for assets and liabilities under current generally accepted accounting principles. Offered every fall.

**Prerequisite:** BUSI 202

**BUSI 302 Intermediate Accounting II****3 hours credit**

Special problems, principles and concepts relating to financial accounting for stockholders' equity, investments and income determination. Preparation and analysis of financial statements. Offered every spring.

**Prerequisite:** BUSI 301

**BUSI 305 Managerial Cost Accounting I****3 hours credit**

Conceptual and technical aspects of cost accounting. Theories of cost control over products, projects and segments of a business. Uses of management accounting information for budgeting and profit planning. Offered fall of odd years.

**Prerequisite:** BUSI 202



**BUSI 306 Managerial Cost Accounting II****3 hours credit**

Special problems, principles and concepts relating to cost accounting systems as a tool for planning and control. Issues relating to systems design and the behavioral implications of budgeting and management reporting. Offered spring of even years.

**Prerequisite:** BUSI 305

**BUSI 310 Commercial Law****3 hours credit**

Principles and rules of commercial law. Acquaints the student with the legal environment of business; emphasis on contracts, sales, and the Uniform Commercial Code and commercial paper. Offered every fall.

**Prerequisite:** Junior standing or consent of instructor

**BUSI 311 Contemporary Business Law****3 hours credit**

Legal issues and concerns for business managers. Topics include debtor-creditor relationships; agency and forms of business organization; employment, environmental, and consumer law; antitrust; intellectual property. Offered every spring.

**Prerequisite:** Junior standing or consent of instructor

**BUSI 314 Federal Income Tax I****3 hours credit**

Survey of the internal revenue code and the regulations relating to income, exclusions from income, deductions and credits in computing federal income tax liability for individuals and corporations. Offered fall of even years.

**Prerequisite:** BUSI 202 or consent of instructor

**BUSI 315 Federal Income Tax II****3 hours credit**

Principles and theories of the internal revenue code relating to corporations and partnerships. Income tax implications and concerns for management planning and decision-making. Offered spring of odd years.

**Prerequisite:** BUSI 314

**BUSI 321 Sports Marketing****3 hours credit**

Marketing concepts applied to the sports industry with application emphasis on the amateur and collegiate levels. Topics covered include the traditional marketing mix, services marketing, public relations, and event planning. Students also will utilize case studies and individual and team projects in learning how to market sporting events.

**Prerequisite:** Junior standing or consent of instructor.

**BUSI 326 Database Management Information Systems****3 hours credit**

Emphasis on database systems used for management information. Examines relational databases and provides concepts for design, development, and implementation of database management information systems. Topics include normalization, SQL, comparison of different database models, backup and recovery, security, and development of an information system. Two lectures and one lab session per week.

**Same as** APCS 326

**Prerequisites:** APCS 114; Junior standing recommended

**BUSI 332 Operations Management****3 hours credit**

Study of the operations environment including production methods, scheduling, inventory control, facility location and layout, quality concerns, materials management, and JIT philosophies. Offered every fall.

**Prerequisites:** BUSI 230 and junior standing; MATH 303 recommended.

**BUSI 334 Marketing Management****3 hours credit**

Introduction to the ways in which companies plan, price, promote, and place their goods and services to present and potential customers. Offered every spring.

**Prerequisite:** Junior standing or consent of instructor

**BUSI 336 Human Resource Management****3 hours credit**

Study of the organization, selection, development, compensation, and utilization of the human resources of the firm; also surveys labor-management relations and development. Offered every fall.

**Prerequisite:** Junior standing or consent of instructor; BUSI 230 recommended

**BUSI 338 Financial Management****3 hours credit**

Introduction to corporate financial planning and tools of financial analysis which may be used to manage working capital, administer capital budgeting, and evaluate the capital structure of a profit-oriented firm. Offered every fall.

**Prerequisites:** BUSI 202, and Junior standing; MATH 303 recommended.

**BUSI 345 Organizational Behavior****3 hours credit**

Analysis of the behavior of people in organizations, drawing upon the disciplines of Psychology, Sociology, and Business Administration. Applications are studied in the context of effective management of organizational behavior and the important interrelationships between needs and expectations of the individual, the organization, and society. Offered every fall.

**Same as SOCI 345**

**Prerequisite:** Junior standing or consent of instructor

**BUSI 347 Business Ethics****3 hours credit**

Approaches to ethical issues and problems facing business and society today. Offered every spring.

**Same as SOCI 347**

**Prerequisite:** Junior standing

**BUSI 349 International Business****3 hours credit**

Study of business in a global economy with the major complexities involved including the effects of different social systems, governmental influences on trade, financial exchange rates, and corporate relationships and policies. Offered every spring.

**Same as ECON/PLSC 349**

**Prerequisite:** Junior standing

**BUSI 353 Advanced Accounting I****3 hours credit**

A special topics course which includes an advanced treatment of the accounting problems of partnerships and business combinations. Consolidated financial statements will be studied in depth, and fund accounting will be considered. Offered every fall.

**Prerequisite:** BUSI 302

**BUSI 354 Advanced Accounting II****3 hours credit**

Topics include accounting and reporting for bankruptcy, estates and trusts, multinational enterprises, segments, interim reports, SEC reporting, installment sales and consignments. Offered every spring.

**Prerequisite:** BUSI 353

**BUSI 355 Auditing****3 hours credit**

Concepts, fundamentals and techniques of verification of balance sheet and income statement accounts, evaluation of the system of internal control including E.D.P. systems and uses of statistical sampling. Viewed from the standpoint of the certified public accountant in rendering an audit opinion. Offered every fall.

**Prerequisite:** BUSI 302

**BUSI 357 Business Internship****1 - 6 hours credit**

A work experience project, initiated by the student and approved by a faculty supervisor, which allows the student to learn and practice business skills. During the project, the student will submit written reports on the work experience to the faculty supervisor. Application for approval of a project must be made in writing to the faculty supervisor, including a statement of the proposed length of time of work experience, the name of the firm providing employment, the name of the work supervisor on the job, and a description of the work to be done. Each hour of academic

**BUSI 460 Corporate Strategy****3 hours credit**

Examines the total business organization and its environment from the perspective of executive management. Attention given to discerning and framing objectives, strategies, and their implementation; management simulation and analysis of business situations through the case-study method are utilized. In this capstone course, students will integrate concepts learned in previous management courses. Offered every spring.

**Prerequisite:** Senior standing in a Business Administration major

**BUSI 463 C.P.A. Review****3 hours credit**

Accounting review and approaches to solutions for problems and questions in the CPA examinations. Tutorial fee required. Offered with sufficient demand.

**Prerequisite:** Qualified to sit for CPA exams.

## CHEMISTRY (CHEM)

### **CHEM 101 General Chemistry I**

#### **4 hours credit**

Selected principles, theories, laws, and applications of chemistry as a means of understanding common experiences of a chemical nature. Exploratory, descriptive and experimental study of the behavior and interaction of the more common chemical substances. Three lectures and one lab session per week. Lab fee required. Offered in the fall semester.

**Prerequisite:** MATH 140 or consent of instructor

### **CHEM 102 General Chemistry II**

#### **4 hours credit**

Continuation of general chemistry principles. Three lectures and one lab session per week. Lab fee required. Offered in the spring semester.

**Prerequisite:** CHEM 101 or consent of instructor

### **CHEM 201 Organic Chemistry I**

#### **4 hours credit**

Chemistry of carbon compounds, preparation sources, uses, and laboratory techniques. Three lectures and one lab session per week. Lab fee required. Offered in the fall semester.

**Prerequisite:** CHEM 102 or consent of instructor

### **CHEM 202 Organic Chemistry II**

#### **4 hours credit**

Continuation of Chemistry 201. Three lectures and one lab session per week. Lab fee required. Offered in the spring semester.

**Prerequisite:** CHEM 201 or consent of instructor

### **CHEM 223 Quantitative Analysis**

#### **4 hours credit**

Solution equilibria, fundamentals of volumetric and gravimetric analysis. Two lectures and two lab sessions per week. Lab fee required. Offered on demand.

**Prerequisite:** CHEM 201 or consent of instructor

### **CHEM 300 Natural Science Seminar**

#### **1 hour credit**

Discussion of journal/periodical resources in the student's chosen area, performance and presentation of small independent laboratory project, participation in a school-sponsored academic event or in a professional meeting.

**Same as BIOL 300**

**Prerequisite:** Junior or Senior standing

### **CHEM 310 Scanning Electron Microscopy**

#### **3 hours credit**

The Scanning Electron Microscopy (SEM) course provides a foundation for students new to SEM and emphasizes hands-on learning. Students have the opportunity to study their own samples, or test samples provided by the department. During the course, students will learn through lecture, demonstration, and hands-on participation how to setup and operate SEM and EDS instruments. Objectives of the course include the ability to align an SEM, obtain secondary electron (SE) and backscatter electron (BE) micrographs, and perform EDS qualitative and quantitative analysis. The course goal is for the students to become competent, research-level scanning electron microscopists. They will understand the functions of the SEM and how it works. They will be competent in basic operating techniques, and ready to learn more advanced ones as needed.

**Prerequisite:** Senior Standing

### **CHEM 345 Biochemistry**

#### **4 hours credit**

A study of the basic biochemical pathways found in living systems. Emphasis will be on molecular genetics, protein synthesis, carbohydrate metabolism, and photosynthesis. Three lectures and one lab session per week. Lab fee required. Offered in the spring semester.

**Same as BIOL 345**

**Prerequisite:** CHEM 201 or consent of instructor

## COMMUNICATION (COMM)

### **COMM 102 Media Writing**

#### **3 credit hours**

This course focuses on writing for various media including print journalism, broadcast journalism, broadcast advertising, and public relations. An introduction to writing various pieces for the Internet is included. The basic difference between media writing and other forms of writing will be highlighted. Students will be able to apply knowledge of various forms of writing by producing a print journalism article, a broadcast news script, a broadcast ad or promotion piece, an online article and a news release.

**Prerequisite: LDRS 101**

### **COMM 123 Media's Past & Digital Future**

#### **3 credit hours**

This course teaches the history of media and examines why and how the media has changed so rapidly in the last decade. The course examines the effects of communication in society from this continuing, rapid change. The course also introduces students to basic communication theory and how those theories apply to traditional and digital media.

### **COMM 125 Intro to PR Principles**

#### **3 credit hours**

This course is an introduction to the foundation of the public relations field. Public relations and its purpose in communication are defined. The importance of defining and communicating message is highlighted. Students learn the importance of identifying audiences and stakeholders as they pertain to the basic of PR. Crisis communication and some case studies will be examined. The importance of new media in the PR field will be highlighted.

### **COMM 126 Video Production I**

#### **3 credit hours**

This course teaches the foundational skills necessary for successful video production, including knowing proper terminology, basic camera and audio methods and techniques, composition, three-point lighting, proper techniques for using a tripod, the basics of editing, and various tape and tapeless formats. Some evening and weekend hours will be required and class schedules can vary slightly depending upon live events students will be required to attend.

### **COMM 128 Audio Production & Radio**

#### **3 credit hours**

This course covers the function of different microphones, pick-up patterns, and acquisition techniques. Students will learn how to use sound in a production to convey information and tell a story by using digital techniques and tools. Students will also create programming for Penn's radio station, KIGC-FM, and learn how to successfully use digital sound on the Internet.

### **COMM 141 Sports and Events Practicum**

#### **1 credit hour**

This course will teach students various camera duties in live and taped productions involving sports, lectures, and guest-speaking events. Students will study past broadcasts and events, attend current broadcasts and events and then study current broadcasts and events to ensure progress in learning. Mostly evening hours required. The schedule varies depending upon events. May be repeated up to six times.

**Prerequisite: COMM 126 or concurrent w/COMM 126**

### **COMM 203 Media Writing Toward Video**

#### **3 credit hours**

This course will focus specifically on writing and producing various pieces for television including promotional videos, corporate videos, short ads, and documentaries.

**Prerequisites: COMM 126 and COMM 102**

### **COMM 220 Principles of Journalism and Reporting**

#### **3 credit hours**

Journalism, both the traditional and new media version, is defined. Students learn the role journalists play in society including the responsibility journalists play in perpetuating a self-governing society. Students learn practical skills of reporting, including identifying what's newsworthy, interviewing, and how to tell effective audio and visual stories.

**Prerequisite: COMM 102**

### **COMM 225 Writing for Public Relations**

#### **3 credit hours**

Students learn the basics of writing for public relations including how to structure and compose a news release in traditional and online form. Students will also learn how to utilize writing for various new media and social media platforms for clients. Choosing the correct form of writing to reach identified and desired audiences and markets will be highlighted.

**Prerequisite: COMM 125**

**COMM 226 Video Production II****3 credit hours**

Students build on the basics learned in Video Production I. This includes but is not limited to building skills in live and taped productions including learning terminology, event crew positions, skills associated with those positions and equipment involved in live productions. Students will also build upon the basics of editing skills learned in Video Production I. Some evening hours will be required and the class schedule can vary slightly depending upon live events students will be required to attend.

**Prerequisite:** COMM 126

**COMM 235 Practicum****3 credit hours**

Students practice skills learned in writing and production to work on campus student publications. Students will also create a short campus newscast.

**Prerequisites:** COMM 125 and/either COMM 250 or COMM 225

**COMM 238 Communication Theory & Ethics****3 credit hours**

This course examines communication models and their application to the mass media. The course stresses how knowing communication theory will lead to a greater understanding of communication effects when practicing as media professionals. Responsibilities of the mass media in society are also discussed in with an emphasis on ethics in our digital age. Ethics in traditional and digital media will be highlighted.

**Prerequisite:** COMM 123

**COMM 244 Screenwriting****3 credit hours**

Students will learn the basics of writing for the screen including the elements of what makes a good story. Basic definitions such as scene, scene sequence and an act climax will be examined. Students will complete the screenwriting process of concept through development of a short script. Watching short films to highlight screenwriting methods discussed in class will be included.

**Prerequisite:** Junior standing or instructor's consent

**COMM 250 TV News I****3 credit hours**

Students learn the basics of television news including the language of television and how the components of that language apply to successful visual storytelling. Students are introduced to the basics of shooting, editing, using sound, and writing for television news. Simple stories, including news packages, are produced.

**Prerequisite:** COMM 126

**COMM 268 Social Media****3 credit hours**

Students will learn the definitions of new media and social media, including their uses and effects on communication and in society. Techniques of writing professionally for new media and social media will be highlighted. Ethics of these digital forms of media will also be discussed. Students will also create a Penn Digital Communication Program website using online writing, design and simple video and audio application.

**Prerequisite:** APCS 112

**COMM 316 Public Relations Research and Campaign****3 credit hours**

Students will learn research techniques for a chosen public relations client. Students will also learn how to use research in a practical application for public relations campaigns. Campaigns will identify a targeted audience, stakeholders, message, goals, and objectives in addition to using research for the client's desired public relations outcome.

**Prerequisites:** COMM 125, COMM 225, and Junior standing

**COMM 319 Media Law****3 credit hours**

This course defines and discusses the First Amendment. The history of freedom of speech in various countries will be explored. The history of free speech and freedom of the press in American Democracy will be highlighted. The evolution of the First Amendment as the courts have interpreted it will be examined. Students will learn how landmark cases affect American Democracy, free speech, and the press. How the First Amendment applies to the new media will also be explored.

**Prerequisite:** COMM 238

**COMM 320 Advanced Reporting****3 credit hours**

Journalism students will learn public affairs reporting. Reporting will focus on in-depth issues such as politics, business, and government. Students will learn the basics of investigative reporting including how to find, cultivate, and use sources with an emphasis on ethics and trust. Case studies of landmark reporting cases and how they changed society will be discussed. Ethical challenges in reporting brought about by the Internet will also be examined.

**Prerequisite:** COMM 220

**COMM 326 Advanced Editing with Final Cut Pro****3 credit hours - Elective**

Students will learn intermediate and advanced editing techniques. Advanced storytelling through video editing will also be covered.

**Prerequisite:** COMM 226

**COMM 350 TV News Production II****3 credit hours**

Students will build upon visual storytelling skills learned in TV News Production I. In-depth television writing, interviewing, and producing news packages will be emphasized. Local news stories will be examined for techniques learned in class. Stories will be posted on a Penn Digital Communication web page and aired on a periodic campus newscast.

**Prerequisite:** COMM 250

**COMM 357 Internship****3 credit hours**

Students will work for employers including the Communication Research Institute and the Mahaska Communication Group to practice skills learned in their emphasis including production, news, and public relations. Students will be supervised by an instructor at Penn who will structure the learning experience to the benefit of the employer and the student.

**Prerequisite:** Junior standing or instructor's consent

**COMM 360 Media Entrepreneur****3 credit hours**

Students will learn the basics of building a business as those basics relate to the volatile new media environment. Students will learn the concept of a business plan and will learn how to use the Internet to market themselves and their skills in the communication field. Principles of successful entrepreneurship will be highlighted. The changing media environment and case studies of successful new media entrepreneurs will be examined.

**Prerequisites:** APCS 112 and all lower level courses related to an emphasis 101

**COMM 390 Applied Communications Seminar****3 credit hours**

A preparatory capstone course for Communications majors focusing on professional development, skills and discussion of professional and ethical issues. Individual research and technology-based presentations in students' specific disciplines in the form of a senior project will prepare students for professional positions or graduate study. Specifically, students in English, Journalism, Fine Arts, or Public Relations will learn interview skill techniques and how to prepare professional portfolios. Offered every spring.

**Prerequisite:** Senior standing or instructor's consent

## EARTH SCIENCE (EASC)

**EASC 100 Introduction to Earth Science****3 hours credit**

Introduces the student to the Earth's varied environments. The course contains units on astronomy, geology, meteorology, and oceanography. Lab fee required. Two lectures and one lab per week. Offered every fall.

**EASC 104 Physical Geology****4 hours credit**

A study of physical, geological processes and their role in shaping the Earth's surface environments. Topics include minerals, rocks, soils, weathering, volcanoes, earthquakes, and plate tectonics. Lab fee required. Three lectures and one lab session per week.

**EASC 128 Astronomy****3 hours credit**

An introduction to astronomy in which the origin and history of the universe, life cycle of stars, and the origin and evolution of the solar system will be discussed. Lab fee required. Includes both lecture and laboratory sessions. Offered every spring.

**EASC 150 Geology Field Trip****1 hour credit**

A three- to seven-day excursion to experience first-hand the variety of geological and biological systems present in the central United States. Pre- or post-trip research and discussions may be required. Course may be taken three times for credit. Lab fee required. Offered every fall and spring.

**Same as BIOL 150**

**EASC 300 Natural Science Seminar****1 hour credit**

Discussion of journal/periodical resources in the student's chosen area, performance and presentation of small independent laboratory projects, participation in a school-sponsored academic event or in a professional meetings.

**EASC 315 Historical Geology****4 hours credit**

An introduction to the history of the Earth. Concepts of geology and the scientific method provide a framework for interpreting the fossil and rock record. Lab fee required. Three lectures and one lab session per week. Offered on demand.

**Prerequisite:** EASC 104

## ENGLISH AS A SECOND LANGUAGE (EASL)

**EASL 202 Theory of Language and Linguistics****3 hours credit**

This is an introductory linguistics course where students explore the application of linguistics research in the ESL classroom. In addition to traditional analytical linguistics, the contributions of sociolinguistics, psycholinguistics, and discourse analysis will be discussed. Students are introduced to modern grammar, including structural and transformational grammar, with some review of traditional grammar. The following topics will also be covered: phonology, pragmatics, morphography, semantics, syntax, and orthography. A survey of the historical development of the English language is also included. This course is taught as part of the fall semester block, which includes a 25-hour field experience. Offered every fall.

**EASL 210 Language and Culture****3 hours credit**

Students will explore educational practices within various cultures and communities, educational perceptions of these multicultural communities, and the educational institutions that serve students from ethnically and linguistically diverse backgrounds. This course is taught as part of the fall semester block, which includes a 25-hour field experience. Fee Required. Offered every fall.

**EASL 250 Language Acquisition****3 hours credit**

This course focuses primarily on the theories and models of language acquisition. Students in the class will also explore bilingual education and the dual language model; studying theory and use of native language to enhance second language learning. This course is taught as part of the spring semester block, which includes a 25-hour field experience. Offered every spring.

**EASL 350 ESL Tutoring****1 hour credit**

Students will observe and engage in one-on-one and small group tutoring of ESL students. This experience may take place in a school setting, institution of higher education, or approved community program. Students must document 40 hours of observation/participation time, including a minimum of 25 hours of tutoring. Offered every fall, spring, summer.

**Prerequisites:** EASL 202, EASL 210

**EASL 390 ESL Practicum (K-6)****2 hours credit**

Students will observe and engage in ESL teaching in an elementary school. Students must document 30 hours of observation/ participation in ESL classes, including 25 hours of leading instruction for elementary school students. This is a capstone class for the ESL endorsement. Arranged.

**Prerequisite/Co-requisite:** EASL 202, 210, 250, 270 and 275.

**EASL 395 ESL Practicum (7-12)****2 hours credit**

Students will observe and engage in ESL teaching in a middle/high school. Students must document 30 hours of observation/ participation in ESL classes, including 25 hours of leading instruction for middle/high school students. This is a capstone class for the ESL endorsement. Arranged.

**Prerequisite/Co-requisite:** EASL 202, 210, 250, 270 and 275.

## ECONOMICS (ECON)

**ECON 111 Personal and Family Finance****3 hours credit**

Financial planning in regard to tax decisions, cash and credit management, major acquisitions, insurance, personal investments, retirement, and estate distribution. Offered every spring.

**ECON 211 Principles of Microeconomics****3 hours credit**

The market economy functioning through demand and supply; focus on consumer decision making, firm decision making in different market structures, worker decision making, and selected microeconomic issues. Offered every fall.

**Prerequisite:** Sophomore standing or consent of instructor

**ECON 212 Principles of Macroeconomics****3 hours credit**

National income, employment, price level, money and banking, fiscal and monetary policies, international trade and finance, and comparative economic systems. Offered every spring.

**Prerequisite:** Sophomore standing or consent of instructor

**ECON 309 Managerial Economics****3 hours credit**

Application of economic analysis to managerial decisions relating to demand forecasting, production levels, cost analysis, and product pricing. Offered every fall.

**Prerequisite:** ECON 211

**ECON 349 International Business****3 hours credit**

Study of business in a global economy with the major complexities involved including the effects of different social systems, governmental influences on trade, financial exchange rates, and corporate relationships and policies. Offered every spring.

**Same as** BUSI/PLSC 349

**Prerequisite:** Junior standing

## **SPECIAL EDUCATION (EDSP) - STRATEGIST I**

**EDSP 100 Introduction to Exceptional Learners****3 hours credit**

This course provides a foundational understanding of special education, including the historical, philosophical and legal basis for special education. Characteristics and etiologies of individuals with special needs are surveyed. Special education disabilities, as well as at-risk, culturally/linguistically diverse and gifted and talented students are studied. Current program trends in special education, educational alternatives, the importance of the multidisciplinary team and related services are introduced. This course includes a 15-hour field experience in a special education setting. Every fall and spring.

**Prerequisite or co-requisite:** EDUC 100:01 or 02

**EDSP 270 Behavioral Management****2 hours credit**

In this course, pre-service teachers are introduced to behavioral management theories, strategies, and methods for classroom and individual behavior management. Functional assessment and non-aversive techniques for the purpose of controlling targeted behavior will be explored. Using case studies, students will learn how to design, implement and evaluate instructional programs and behavior management plans to improve social skills, attention and behavior. Every spring.

**Prerequisite:** EDUC 355 and EDSP 100

**EDSP 280 Collaboration Strategies****2 hours credit**

Students will learn the strategies and dispositions necessary for working with parents, regular classroom teachers, support personnel, paraprofessionals and other individuals in collaborative and consultative roles. The importance and role of the interdisciplinary team is examined, as well as the role of the special education teacher as consultant and as supervisor of paraprofessionals. The importance of collaboration in the special education process is emphasized. Offered every spring.

**Prerequisite:** EDSP 100

**EDSP 290 Transition Education****2 hours credit**

This course introduces organizations, networks and sources of services available for individuals with mild/moderate disabilities in the areas of career-vocational transition support, community and life skills. Pre-service teachers learn how to provide transition support for students as they move to post high school settings and ways to encourage decision making and full participation in the community. Every spring.

**Prerequisite:** EDSP 100

**EDSP 360 Remedial Reading****3 hours credit**

This course is designed to introduce pre-service teachers to methods and strategies in assessing and teaching students with reading problems, including Title I pupils. Knowledge of a variety of instruments, procedures, and practices that range from individual to group and from formal to informal are examined for use in the identification of students' reading proficiencies and needs, for planning and revising instruction for all students, and for communicating results of ongoing assessment to all stakeholders. Hands-on implementation of reading analysis and strategies will be experienced as students participate in an after school tutoring experience with children in the WPU Reading Center. Every fall and spring. Clinic experience involves tutoring students after school hours for 20 hours.

**Prerequisite:** EDUC 370 or EASL 202



**EDSP 370 Testing for Special Education****3 hours credit**

In this course, students focus on assessment, diagnosis and intervention evaluation of both general education students and students with disabilities. Legal provisions and guidelines for unbiased assessments and application of assessment results to individualized program development are introduced. Students will examine achievement, standardized diagnostic, informal, curriculum based, functional behavioral, and authentic assessments. They will learn the specialized vocabulary related to assessment for specific disabilities. Writing IEP's and modifying assessments for students with special needs will also be examined. Fee required. Every fall.

**Prerequisite:** EDSP 100

**EDSP 385 - Differentiated Instruction Methods and Strategies (K-8)****3 hours credit**

Students will demonstrate teaching skills, methods, and strategies to differentiate instruction for individuals with mild/ moderate disabilities, the exceptional child, and culturally and linguistically diverse students. Sources of curriculum materials and remedial strategies will be explored for cognitive, academic, social, language and functional life skills for elementary students. Appropriate assistive technology will also be covered. Students will learn the role of unbiased assessment in planning appropriate instruction and in progress monitoring. Offered every fall.

**Prerequisite:** EDSP 100

**EDSP 387 - Differentiated Instruction Methods and Strategies (5-12)****3 hours credit**

Students will demonstrate teaching skills, methods, and strategies to differentiate instruction for individuals with mild/ moderate disabilities, the exceptional child, and culturally and linguistically diverse students. Sources of curriculum materials and remedial strategies will be explored for cognitive, academic, social, language and functional life skills. Appropriate assistive technology will also be covered. Students will learn the role of unbiased assessment in planning appropriate instruction and the relationship between assessment and placement decisions for secondary students. Every fall.

**Prerequisite:** EDSP 100

**EDSP 390 Special Education Practicum****1 hour credit**

Students will complete 20 hours with a licensed professional in a special education setting. The student will identify curriculum, as well as strategies used in the special education classroom and write a reflective summary paper of the field experience. They will engage in observing, teaching, and helping as the supervising teacher directs. Every fall and spring.

**Prerequisite:** EDSP 100; **Prerequisite or co-requisite:** EDSP 385 or 387

**EDSP 400:01 1st 7-week Strategist I Elementary Student Teaching****EDSP 400:02 2nd 7-week Strategist I Elementary Student Teaching****7 hours credit**

Students seeking endorsement in Special Education spend 7 weeks observing and student teaching in an elementary special education program for students with mild/moderate disabilities under the direction of the special education teacher and university supervisor. Every fall and spring.

**Prerequisite:** Admission to Student Teaching

**Co-requisite:** EDUC 405

**EDSP 401:01 1st 7-Week Strategist I Secondary Student Teaching****EDSP 401:02 2nd 7-Week Strategist I Secondary Student Teaching****7 hours credit**

Students seeking endorsement in Special Education spend 7 weeks observing and student teaching in a secondary special education program for students with mild/moderate disabilities under the direction of the special education teacher and university supervisor. Every fall and spring.

**Prerequisite:** Admission to Student Teaching

**Co-requisite:** EDUC 403 or 404

**Note:** Elementary or secondary regular education and special education student teaching may be completed in the same semester. Students serve a split assignment of 7 weeks in the regular classroom assignment and 7 weeks in the special education setting. For all 7-week student teaching assignments, section 01 indicates 1<sup>st</sup> 7-weeks and section 02 indicates 2<sup>nd</sup> 7-weeks.

## EDUCATION (EDUC)

### **EDUC 100:01 Introduction to Elementary Education**

#### **2 hours credit**

This course is designed to acquaint students who plan to become elementary school teachers with the teaching profession, as well as William Penn University Education Division policies and procedures. Students will complete a 12-hour field experience and begin their education portfolios during this course. Fee required. Every fall and spring.

### **EDUC 100:02 Introduction to Secondary Education**

#### **2 hours credit**

This course is designed to acquaint students who plan to become secondary school teachers within the teaching profession, as well as William Penn University Education Division policies and procedures. Students will complete a 12-hour\*\* field experience and begin their education portfolios during this course. Fee required. Every fall and spring.

\*\*Distance Learning student's 15-hour field exp.

### **EDUC 110 Praxis I Preparation**

#### **0 hours credit**

This seminar is designed to assist students with registration and preparation for the Praxis I test. Fee required - \$145 to cover cost of test (subject to change by ETS). Every fall and spring.

### **EDUC 115 Praxis II Preparation**

#### **0 hours credit**

This seminar is designed to assist elementary education majors with registration and preparation for the Praxis II test. Fee required - \$130 to cover cost of test (subject to change by ETS). Every fall and spring.

### **EDUC 200 Social Foundations of American Education**

#### **3 hours credit**

This course provides students with the historical and philosophical foundations of American Education (EDUC) education. In addition, the areas of school culture, organization, finance, and law will be explored. Students should complete the PPST (Praxis I) during the semester in which this course is completed. Every fall and spring.

**Prerequisite:** EDUC 100:01 or 02

**Co-requisite:** Registration for the PPST

### **EDUC 205 William Penn University Education Seminar**

#### **0 hours credit**

This seminar is required for transfer students who have completed an introduction to education course at another institution. Lab fee required. Every fall and spring.

### **EDUC 265 Children's Literature**

#### **3 hours credit**

In this course, students examine the characteristics of quality children's literature in each of the various genres, including both picture and chapter books. Students examine how children's literature reflects society and culture, including perspectives on gender roles and multicultural issues, how children's literature has changed over time, and the modern phenomenon of "banned" or "challenged" books. Students learn about matching children with literature, including book leveling systems, determining children's interests, fiction and non-fiction, and class or subject needs. Students examine how to use quality children's books in teaching, how to organize class libraries, and how to involve parents in children's reading activities.

### **EDUC 350 Media Methods**

#### **3 hours credit**

This course is designed to acquaint prospective teachers with the operation and appropriate use of a wide array of instructional media. Fee required. Every fall and spring.

**Prerequisites:** EDUC 100:01 or 02, LDRS 105

### **EDUC 355 Classroom Management**

#### **3 hours credit**

This course is designed to equip educators with the tools necessary to create and maintain a physically and emotionally safe environment in which all students can learn. Students will learn how to identify and implement a variety of behavioral, instructional and management strategies. Every fall and spring.

**Prerequisites:** EDUC 200, EDSP 100

**EDUC 360 Content Area Reading****1 hour credit**

Content Area Reading provides literary strategies for teaching content reading across the curriculum. Students will examine types of text structures, as well as the dimensions of content area vocabulary and comprehension. Reading Recovery strategies will be explored. Students will demonstrate knowledge and the ability to implement content area instruction in reading and writing that effectively uses a variety of research-based strategies and practices. Every fall and spring.

**Co-requisite: EDUC 401 or 402**

**EDUC 365 Human Relations for Teachers****3 hours credit**

This course provides prospective teachers with knowledge, skills, and resources that will enable them to work effectively with the variety of students they will encounter in today's multicultural society. This course includes a 3-hour\*\* field experience. Every fall and spring.

\*\*Distance Learning students, no field exp.

**Prerequisite: EDUC 200**

**EDUC 370 Teaching of Reading****3 hours credit**

The purpose of this class is to provide students with methods to teach the five pillars of reading instruction (phonemic awareness, phonics, vocabulary and word knowledge, comprehension, and fluency), and research-based strategies for instruction. Students will become familiar with content area, reading strategies, basal reading series, and assessments in reading. This course is part of a fall semester block and includes a 25-hour field experience. Every fall.

**Prerequisite: EDUC 200**

**Co-requisites: EASL 202, EASL 210, EDUC 378, Admission to the Teacher Education Program**

**EDUC 372 Elementary Mathematics Methods****3 hours credit**

Students review math topics taught in elementary schools, as well as explore a variety of ways to teach these concepts. Activities include working with manipulative, production of materials, unit and lesson planning, and sharing of instructional activities. This course is taught as part of a spring semester block and includes a 25-hour field experience. Every spring.

**Prerequisite: EDUC 200**

**Co-requisites: EASL 250, EDUC 374, EDUC 376, Admission to the Teacher Education Program**

**EDUC 373 Elementary Fall Block 25-Hour Field Experience****0 hours credit**

Students must enroll in this 25-hour field experience concurrently with their fall block classes. Grades will be assigned as *credit/no credit*, with *no credit* grades assigned to students who performed unsatisfactorily during the experience or students who were not admitted into the Teacher Education Program prior to the experience. Every fall.

**Prerequisites: Admission to the Teacher Education Program, Acceptable Dispositions**

**Co-requisite: Elementary Fall Block**

**EDUC 374 Elementary Language Arts Methods****3 hours credit**

This course examines the theoretical foundations for teaching the language arts and provides the methods and strategies needed for planning and implementing meaningful curriculum. Students will use knowledge of language development, reading acquisition (birth through 6th grade), and the variations related to culture and linguistic diversity to provide effective instruction in reading and writing. This course is taught as part of a spring Semester block, which includes a 25-hour field experience. Every spring.

**Prerequisite: EDUC 200**

**Co-requisites: EASL 250, EDUC 372, EDUC 376, Admission to the Teacher Education Program**

**EDUC 375 Reading Practicum****3 hours credit**

This course reviews basic instruction in reading theory and methods; including causes, prevention, and correction of reading difficulties. Students engage in a practicum experience where they will assess students' reading abilities and provide appropriate remediation. Summer only.

**Prerequisite: EDUC 370**

**EDUC 376 Elementary Science Methods****3 hours credit**

This course is designed to expose prospective teachers to a wide variety of elementary science resources, methods, and techniques. Activities include labs, research, unit and lesson planning, and activity presentations. This course is taught as part of a Spring Semester block, which includes a 25-hour field experience. Fee required. Every spring.

**Prerequisite: EDUC 200**

**Co-requisites: EASL 250, EDUC 372, EDUC 374, Admission to the Teacher Education Program**

**EDUC 378 Elementary Social Studies Methods****3 hours credit**

Students explore a variety of resources and techniques that can be used to facilitate learning in the areas of elementary history, government, sociology, anthropology, economics, and geography. Activities include research, unit and lesson planning, and sharing of activities. This course is taught as part of a Fall Semester elementary block, which includes a 25- hour field experience. Every fall.

**Prerequisite:** EDUC 200

**Co-requisites:** EASL 202, EASL 210, EDUC 370, Admission to the Teacher Education Program

**EDUC 379 Elementary Spring Block 25-Hour Field Experience****0 hours credit**

Students must enroll in this 25-hour field experience concurrently with their spring elementary block classes. Grades will be assigned as *credit/no credit*, with *no credit* grades assigned to students who performed unsatisfactorily during the experience or students who were not admitted into the Teacher Education Program prior to the experience. Every spring. **Prerequisites:** Admission to the Teacher Education

**Program, Acceptable Dispositions**

**Co-requisite:** Elementary Spring Block

**EDUC 380 General Methods in Secondary Teaching****3 hours credit**

This course is designed to acquaint students with methods of teaching at the secondary level. Topics of study include learning styles, varied teaching strategies, lesson plan design, unit design, assessment strategies, and establishment of a productive classroom environment. Students complete a 25-hour field experience as part of the course requirements. Every spring.

**Prerequisites:** EDUC 100:01 or 02, EDUC 200, EDUC 365, PSYC 203

**Co-requisites:** Admission to Teacher Education Program, EDUC 381

**EDUC 381 Secondary General Methods 25-Hour Field Experience****0 hours credit**

Students must enroll in this 25-hour field experience concurrently with General Methods in Secondary Teaching. Grades will be assigned as *credit/no credit*, with *no credit* grades assigned to students who performed unsatisfactorily during the experience or students who were not admitted into the Teacher Education Program prior to the experience. Every spring. **Prerequisites:** Admission to the Teacher Education

**Program, Acceptable Dispositions**

**Co-requisite:** EDUC 380

**EDUC 382 Business Methods in Secondary Teaching****3 hours credit**

Students learn how to apply the knowledge gained in General Secondary Methods to the teaching of secondary general business. Modern methods of teaching and a 25-hour field experience are integral components of this course. Every fall.

**Prerequisite:** EDUC 380

**Co-requisites:** Admission to Teacher Education Program, EDUC 383

**EDUC 383 Secondary Business Methods 25-Hour Field Experience****0 hours credit**

Students must enroll in this 25-hour field experience concurrently with their Business Methods in Secondary Teaching class. Grades will be assigned as *credit/no credit*, with *no credit* grades assigned to students who performed unsatisfactorily during the experience or students who were not admitted into the Teacher Education Program prior to the experience. Every fall.

**Prerequisites:** Admission to the Teacher Education Program, Acceptable Dispositions

**Co-requisite:** EDUC 382

**EDUC 384 English Methods in Secondary Teaching****3 hours credit**

Students learn how to apply the knowledge gained in General Secondary Methods to the teaching of secondary English. Modern methods of teaching and a 25-hour field experience are integral components of this course. Every fall. **Prerequisite:** EDUC 380

**Co-requisites:** Admission to Teacher Education Program, EDUC 385

**EDUC 385 Secondary English Methods 25-Hour Field Experience****0 hours credit**

Students must enroll in this 25-hour field experience concurrently with their English Methods in Secondary Teaching class. Grades will be assigned as *credit/no credit*, with *no credit* grades assigned to students who performed unsatisfactorily during the experience or students who were not admitted into the Teacher Education Program prior to the experience. Every fall.

**Prerequisites:** Admission to the Teacher Education Program, Acceptable Dispositions

**Co-requisite:** EDUC 384

**EDUC 386 Industrial Technology Methods in Secondary Teaching****3 hours credit**

Students learn how to apply the knowledge gained in General Secondary Methods to the teaching of industrial technology. Modern methods of teaching and a 25-hour field experience are integral components of this course. Every fall. **Prerequisite:** EDUC 380

**Co-requisites:** Admission to Teacher Education Program, EDUC 387

**EDUC 387 Secondary Industrial Technology Methods 25-Hour Field Experience****0 hours credit**

Students must enroll in this 25-hour field experience concurrently with their Industrial Technology Methods in Secondary Teaching class. Grades will be assigned as *credit/no credit*, with *no credit* grades assigned to students who performed unsatisfactorily during the experience or students who were not admitted into the Teacher Education Program. Every fall.

**Prerequisites:** Admission to the Teacher Education Program, Acceptable Dispositions

**Co-requisite:** EDUC 386

**EDUC 388 Math Methods in Secondary Teaching****3 hours credit**

Students learn how to apply the knowledge gained in General Secondary Methods to the teaching of secondary mathematics. Modern methods of teaching and a 25-hour field experience are integral components of this course. Every fall. Prerequisite: EDUC 380

**Co-requisites:** Admission to Teacher Education Program, EDUC 389

**EDUC 389 Secondary Math Methods 25-Hour Field Experience****0 hours credit**

Students must enroll in this 25-hour field experience concurrently with their Math Methods in Secondary Teaching class. Grades will be assigned as *credit/no credit*, with *no credit* grades assigned to students who performed unsatisfactorily during the experience or students who were not admitted into the Teacher Education Program prior to the experience. Every fall.

**Prerequisites:** Admission to the Teacher Education Program, Acceptable Dispositions

**Co-requisite:** EDUC 388

**EDUC 391 Physical Education/Health Methods in Secondary Teaching****3 hours credit**

Students learn how to apply the knowledge gained in General Secondary Methods to the teaching of health and physical education. Modern methods of teaching and a 25-hour field experience are integral components of this course. Every fall.

**Prerequisite:** EDUC 380

**Co-requisites:** Admission to Teacher Education Program, EDUC 392

**EDUC 392 Secondary Physical Education/Health Methods 25-Hour Field Experience****0 hours credit**

Students must enroll in this 25-hour field experience concurrently with their Physical Education/Health Methods in Secondary Teaching class. Grades will be assigned as *credit/no credit*, with *no credit* grades assigned to students who performed unsatisfactorily during the experience or students who were not admitted into the Teacher Education Program prior to the experience. Every fall.

**Prerequisites:** Admission to the Teacher Education Program, Acceptable Dispositions

**Co-requisite:** EDUC 391

**EDUC 393 Science Methods in Secondary Teaching****3 hours credit**

Students learn how to apply the knowledge gained in General Secondary Methods to the teaching of secondary science. Modern methods of teaching and a 25-hour field experience are integral components of this course. Every fall.

**Prerequisite:** EDUC 380

**Co-requisites:** Admission to Teacher Education Program, EDUC 394

**EDUC 394 Secondary Science Methods 25-Hour Field Experience****0 hours credit**

Students must enroll in this 25-hour field experience concurrently with their Science Methods in Secondary Teaching class. Grades will be assigned as *credit/no credit*, with *no credit* grades assigned to students who performed unsatisfactorily during the experience or students who were not admitted into the Teacher Education Program prior to the experience. Every fall.

**Prerequisites:** Admission to the Teacher Education Program, Acceptable Dispositions

**Co-requisite:** EDUC 393

**EDUC 395 Social Studies Methods in Secondary Teaching****3 hours credit**

Students learn how to apply the knowledge gained in General Secondary Methods to the teaching of secondary social science. Modern methods of teaching and a 25-hour field experience are integral components of this course. Every fall.

**Prerequisite:** EDUC 380

**Co-requisites:** Admission to Teacher Education Program, EDUC 396

**EDUC 396 Secondary Social Studies Methods 25-Hour Field Experience****0 hours credit**

Students must enroll in this 25-hour field experience concurrently with their Social Studies Methods in Secondary Teaching class. Grades will be assigned as *credit/no credit*, with *no credit* grades assigned to students who performed unsatisfactorily during the experience or students who were not admitted into the Teacher Education Program prior to the experience. Every fall.

**Prerequisites:** Admission to the Teacher Education Program, Acceptable Dispositions

**Co-requisite:** EDUC 395

**EDUC 397 K-12 Music Methods in Secondary Teaching****3 hours credit**

Students learn how to apply the knowledge gained in General Secondary Methods of the teaching of secondary music. Modern methods of teaching and a 25-hour field experience are integral components of this course. Every fall.

**Prerequisite:** EDUC 380

**Co-requisites:** Admission to Teacher Education Program, EDUC 398

**EDUC 398 Secondary Music Methods 25-Hours Field Experience****0 hours credit**

Students must enroll in this 25-hour field experience concurrently with their Music Methods in Secondary Teaching class. Grades will be assigned as *credit/no credit*, with *no credit* grades assigned to students who performed unsatisfactorily during the experience or students who were not admitted into the Teacher Education Program prior to the experience. Every fall.

**Prerequisites:** Admission to the Teacher Education Program, Acceptable Dispositions

**Co-requisite:** EDUC 397

**EDUC 400 14-Week Elementary Education Student Teaching****14 hours credit**

Students spend 14 weeks observing and student teaching in a K-6 classroom under the direction of a classroom teacher and university supervisor. During the semester, student teachers are required to attend professional development seminars. Fee of \$300 required. Every fall and spring.

**Prerequisite:** Admission to Student Teaching

**EDUC 401 14-Week Secondary Education Student Teaching - Non-PE and Music Majors****14 hours credit**

Students spend 14 weeks observing and student teaching in a 7-12 classroom under the direction of a classroom teacher and university supervisor. During the semester, student teachers are required to attend professional development seminars. Fee of \$300 required. Every fall and spring.

**Prerequisite:** Admission to Student Teaching

**EDUC 402 14-Week K-12 Student Teaching - PE and Music Majors****14 hours credit**

Physical Education/Health and Music majors spend 14 weeks observing and student teaching in elementary and secondary classrooms under the direction of classroom teachers and university supervisor. During the semester, student teachers are required to attend professional development seminars. Fee of \$300 required. Every fall and spring.

**Prerequisite:** Admission to Student Teaching

**EDUC 403:01 1st 7-Week Secondary Education Student Teaching - Non-PE and Music Majors****EDUC 403:02 2nd 7-Week Secondary Education Student Teaching - Non-PE and Music Majors****7 hours credit**

Students spend 7 weeks observing and student teaching in 7-12 classroom under the direction of classroom teachers and a university supervisor. During the semester, student teachers are required to attend professional development seminars. Fee of \$300 required. Every fall and spring.

**Prerequisite:** Admission to Student Teaching

**Co-requisite:** EDSP 401

**EDUC 404:01 1st 7-Week Secondary Education Student Teaching - PE and Music Majors****EDUC 404:02 2nd 7-Week Secondary Education Student Teaching - PE and Music Majors****7 hours credit**

Students spend 7 weeks observing and student teaching in an elementary and secondary classroom under the direction of a classroom teacher and university supervisor. During the semester, student teachers are required to attend professional development seminars. Fee of \$300 required. Every fall and spring.

**Prerequisite:** Admission to Student Teaching

**Co-requisite:** EDSP 401

**EDUC 405:01 1st 7-Week Elementary Education Student Teaching****EDUC 405:02 2nd 7-Week Elementary Education Student Teaching****7 hours credit**

Students spend 7 weeks observing and student teaching in a K-6 classroom under the direction of a classroom teacher and university supervisor. During the semester, student teachers are required to attend professional development seminars. Fee of \$300 required. Every fall and spring.

**Prerequisite:** Admission to Student Teaching

**Co-requisite:** EDSP 400

**Note:** Elementary or secondary student teachers seeking special education endorsement may complete both student teaching placements in the same semester, serving a split assignment of 7 weeks in the regular classroom and 7 weeks in the special education setting. A \$300 student teaching fee is required. For all 7-week student teaching assignments, section 01 indicates 1<sup>st</sup> 7-weeks, and section 02 indicates 2<sup>nd</sup> 7-weeks.

## ENGLISH (ENGL)

### **ENGL 115 Sports in Film and Literature**

#### **3 hours credit**

An interdisciplinary course that introduces students to the world of sports as seen through the lenses of film and literature. We will examine how athletes and their sport are perceived in the culture at large by viewing films and reading fiction about different sports, including football, baseball, and soccer. We will view films and read selected short stories which highlight the many facets of an athlete's life. We will also focus on how the plight of these athletes are influenced by their cultural settings and historical circumstances.

### **ENGL 215 Business and Technical Communications**

#### **3 hours credit**

Written communications stressing conciseness, clarity, precision, audience, revision, and persuasion. Memoranda, letters, reports, proposals, document design, graphic presentation, and other forms of workplace communications. Students will work in groups and will present their projects in formal presentations. Offered every fall.

**Prerequisite:** LDRS 102

### **ENGL 216 Literary Genres**

#### **3 hours credit**

An examination of one of the following genres: poetry, fiction, drama, film, or nonfiction literature. May be repeated as long as topics are not duplicated. Offered every fall.

**Literary Genres: Drama Same as THEA 216**

### **ENGL 220 Introduction to Literature**

#### **3 hours credit**

Primer for upper-level literature courses, covering drama, fiction, poetry, and film. This course introduces the terminology of literature as well as the fundamentals of how to read, discuss, and write about a literary text. Offered every spring.

**Prerequisite:** LDRS 101

### **ENGL 223 Adolescent Literature**

#### **3 hours credit**

Selected literary and theoretical works are read, which highlight the universal coming-of-age dilemmas of adolescents. Offered every fall.

**Prerequisite:** ENGL 220 or consent of instructor.

### **ENGL 226 British Literature To 1784**

#### **3 hours credit**

A survey of British literature from the Middle Ages to the Eighteenth Century, including *Beowulf*, Chaucer, Shakespeare, and Milton. Organized in historical sequence, attention will be paid to both historical interpretation and to the connection between the writer and contemporary reader. Fall of even years.

**Prerequisite:** ENGL 220 or consent of instructor

### **ENGL 227 British Literature Since 1784**

#### **3 hours credit**

A study of selected writings, beginning with Romantics such as Blake, Coleridge, Wordsworth, Shelley and Keats; extending through Victorian poetry and prose; and culminating with twentieth century moderns such as Yeats, Lawrence, Joyce, and Woolf. Spring of odd years.

**Prerequisite:** ENGL 220 or consent of instructor

### **ENGL 231 Creative Writing**

#### **3 hours credit**

Dynamics of creative process in fiction, poetry, and drama. Exploration of student writing through interchange of ideas and reactions in weekly seminars. Offered every spring.

**Prerequisite:** LDRS 102

### **ENGL 237 Multiethnic American Literature of the U.S.**

#### **3 hours credit**

An interdisciplinary course that introduces students to the various voices that make up the evolving canon of ethnic American literature. We will examine a variety of theories to help us make sense of the various voices of modern American writing. We will view videos and documentaries and read selected essays and fictional stories that highlight the challenges and joys of various ethnic communities. Offered spring of odd years. **Prerequisite:** ENGL 220 Introduction to Literature

### **ENGL 238 American Literature To 1865**

#### **3 hours credit**

Survey of early American authors from the Colonial, Enlightenment, and Romantic periods. Examines the emergence of an American literary identity from its Puritan origins to the Civil War. Fall of odd years.

**Prerequisite:** ENGL 220 or consent of instructor

**ENGL 239 American Literature Since 1865****3 hours credit**

A survey of American writing from the Civil War to the latter part of the Twentieth Century. Examines trends including Realism, Modernism, and Postmodernism; also covers emerging minority writers. Spring of even years.

**Prerequisite:** ENGL 220 or consent of instructor

**ENGL 245 Writing Consultation****3 hours credit**

Students will learn techniques for tutoring individuals and groups, including strategies for critiquing others' work, writing collaboratively, and giving presentations. Offered every fall.

**Prerequisite:** LDRS 102 with grade of B or above

**ENGL 300 Theory of Language****3 hours credit**

This is an introductory linguistics course. Students are introduced to modern grammar, including structural and transformation grammar, with some review of traditional grammar. A survey of the historical development of the English language is also included. Offered spring of odd years.

**ENGL 307 Shakespeare****3 hours credit**

An in-depth examination of Shakespeare's plays and poetry. Opportunities include attending or participating in at least one Shakespeare performance or event. Offered spring semester of even years.

**Prerequisite:** ENGL 220 or consent of instructor

Same as THEA 307

**ENGL 310 Advanced Writing****3 hours credit**

Designed to build on the student's writing skills and individually tailored to meet the student's needs in personal development towards the chosen career field. Non-fiction writing, in-depth analysis of current issues, narrative essays, interviews, reviews, and creative writing may be used as course assignments. Offered every spring.

**Prerequisite:** C or higher in LDRS 102

**ENGL 350 Early World Literature****3 hours credit**

English translations of literary masterpieces from ancient times through the early Eighteenth Century. Representative authors include Homer, Virgil, Dante, and Cervantes. Fall of even years.

**Prerequisite:** ENGL 220 or consent of instructor

**ENGL 351 Modern World Literature****3 hours credit**

English translations of significant works of late eighteenth through twenty-first century authors such as Goethe, Dostoevsky, Kafka, Borges, and Camus. Offered every spring.

**Prerequisite:** ENGL 220 or consent of instructor

## ENGINEERING (ENGR)

**ENGR 101 Engineering Graphics I****3 hours credit**

Introduction to solid modeling with PTC-Creo. Students will utilize the software to create parts, fully dimensioned drawings, assemblies, and presentations. The final project will produce a complete set of professional quality working drawings. Lab fee required. Offered every fall.

**ENGR 102 Engineering Graphics II****3 hours credit**

Introduction to 2D drawing using AutoCAD. Will include orthographic projections, dimensioning, tolerancing, sections, auxiliaries, fasteners, and pictorials. The final project will produce a complete set of professional quality working drawings. Lab fee required. Offered every spring.

**ENGR 125 Industrial Metal Processes****3 hours credit**

Industrial metal processing involving hand and machine operations. Planning, measurement, and precision layout. Lab fee required. Offered every fall.



**ENGR 215 Materials and Processes****3 hours credit**

Foundations for using technology responsibly in a Christian context. Materials and processes used in manufacturing, including computer integration. Computer Numerical Control, robotics, automation, automatic factories, and material handling and storage. Lab fee required. Offered every spring.

**ENGR 327 Engineering Thermodynamics****3 hours credit**

Introduction to the principles of work, energy and the physical properties of engineering fluids including temperature, pressure, internal energy, enthalpy, specific heat and entropy. The first and second laws of thermodynamics will be studied and used to analyze various thermodynamic processes common in engineering practice. The non-flow energy equation, continuity equation, Bernoulli's equation and steady flow energy equation will be introduced. Calculations will also involve the ideal gas law, gases, and gas mixtures, steam and the use of steam tables. Offered fall of even years.

**Prerequisites:** MATH 140/MATH 241 and PHYS 202/212

**ENGR 341 Statics****3 hours credit**

An introduction to the principles of engineering statics and the laws of equilibrium. Mathematical analysis of forces and moments acting on machine elements, frames and trusses at rest or in non-accelerated motion. The concepts of free body diagrams, inertia, friction and moment diagrams are introduced to help analyze multiple force systems. Classroom concepts will be applied to actual industrial problems to develop a method of problem evaluation and final solution. Offered every spring.

**Same as PHYS 341**

**Prerequisites:** PHYS 201/211, MATH 241

**ENGR 342 Dynamics and Kinematics****3 hours credit**

An introduction to the principles of engineering dynamics, including particle position, displacement, velocity and acceleration. Newton's laws will be used to evaluate the forces required to produce desired motions, velocities and accelerations of machine elements. Concepts of work, kinetic energy, impulse, momentum and the conservation of energy will be introduced and applied in the analysis of actual industrial problems. Offered every fall.

**Same as PHYS 342**

**Prerequisite:** ENGR 341

**ENGR 343 Mechanics of Materials****3 hours credit**

An introduction to the concept of internal stresses in machine elements resulting from applied external force systems. Mathematical analysis of tension, compression, torsional and flexure stresses in machine elements and pressure vessels. Introduction and mathematical analysis of strain and deflections resulting from external forces. Classroom concepts will be applied to actual industrial problems to develop a method of problem evaluation and resolution. Offered every spring. **Same as PHYS 343**

**Prerequisite:** ENGR 342

## HISTORY (HIST)

**HIST 130 American History to 1900****3 hours credit**

Examines the political, economic, social, and cultural history of the United States from the Revolutionary War to 1900. Offered every fall.

**HIST 132 American History, 1900-1945****3 hours credit**

Examines the political, economic, social, and cultural history of the United States from the Progressive era to 1945. Offered every fall.

**HIST 134 American History Since 1945****3 hours credit**

Examines the political, economic, social, and cultural history of the United States since 1945. Offered every spring.

**HIST 204 Christianity in America****3 hours credit**

Examines the rise of both the Protestant and Catholic churches in America and the influence of Christianity upon American life and culture.

Note: this course has been formerly listed as Living Religions in America.

**Same as RELI 204**

**HIST 216 Perspectives in World History****3 hours credit**

This course explores world history to provide a better understanding of the contemporary world. This team-taught course examines one or more interdisciplinary themes, including the roles of (a) leaders; (b) communities, societies, and cultures; (c) revolutions; (d) war and peace; (e) religion; and (f) science and technology in shaping world history. Students experience world history through multi-media resources, small group discussions, lectures, research projects, field trips and other methods.

**HIST 217 Perspectives in American History****3 hours credit**

more interdisciplinary themes, including the roles of (a) leaders; (b) reform movements; and (c) war and peace, in shaping American history. Students experience American history through multi-media resources, small group discussions, lectures, research projects, field trips and other methods.

**HIST 222 American Sports History****3 hours credit**

Examines the history of American sports aside from baseball, with emphasis on the twentieth century. Offered spring of even years.

**Same as PHLE 222**

**HIST 224 History of American Baseball****3 hours credit**

Examines the history of American baseball since the 1840s, with emphasis on the twentieth century. Offered spring of odd years.

**Same as PHLE 224**

**HIST 230 Social Science for Elementary Education****3 hours credit**

This course is designed to provide the Elementary Education student with a survey of social studies topics applicable to elementary teaching. Particular emphasis will be placed on history, geography, economics, political science and civic literacy.

**HIST 234 American Black History****3 hours credit**

Examines the political, economic, social, and cultural history of American blacks. Offered spring of odd years.

**Same as PLSC/SOCI 234**

**HIST 236 America in the Modern World****3 hours credit**

Examines the diplomatic and military history of the United States since the Revolutionary War, with emphasis on the twentieth century. Offered spring of even years.

**Same as PLSC 236**

**HIST 250 American Political Parties and Elections****3 hours credit**

Examines the historical development, organization, functions, and tactics of American political parties and the historical development, method, style, and meaning of presidential and congressional election campaigns. Offered fall of even years.

**Same as PLSC 250**

**HIST 318 Women in American History****3 hours credit**

Examines the political, economic, social, and cultural history of American women. Offered spring of even years.

**Same as PLSC 318/SOCI 318**

**HIST 332 American Constitutional History****3 hours credit**

Examines the historical development of the U. S. Supreme Court and its major decisions since the Federalist era. Offered fall of odd years.

**Same as PLSC 332**

**HIST 353 Civil War and Reconstruction****3 hours credit**

Examines the causes, major political, military, and diplomatic events and results of the Civil War and political, economic, and social developments during Reconstruction. Offered fall of odd years.

**HIST 370 Second World War****3 hours credit**

Examines the causes, major political, diplomatic, and military events, and the results of the Second World War. Offered fall of even years.

**HIST 390 History/Government Practicum****3 hours credit**

A capstone practicum which integrates knowledge gained through student's major concentration and Penn Leadership Core courses. Offered every spring.

## HUMAN SERVICES (HS)

### **HS 390 Human Services Practicum**

#### **3 hours credit**

A capstone seminar course for Human Services majors. Students will be required to work a minimum of 100 hours field experience in an agency or organization providing individual and/or community human/social services. Further, students are expected to provide reflection on their field experience vis-a-vis the knowledge and skill sets gained through their program of study.

## INDUSTRIAL TECHNOLOGY (INDU)

### **INDU 107 Industrial Wood Processes**

#### **3 hours credit**

Industrial wood processing involving hand tools and machine operations, lumber, fasteners, hardware, planning, processing, and finishing. Lab fee required. Offered every spring.

**Prerequisite:** ENGR 125

### **INDU 115 Praxis II Preparation (Technology Education)**

#### **1 hour credit**

This course focuses on preparation for the Praxis II test 0051 Technology Education. This test is required by the State of Iowa for licensure in Technology Education-Endorsement 140. Lab fee required. Offered every fall.

### **INDU 218 Industrial Wood Processing**

#### **4 hours credit**

Production of wood products involving hand and machine operations. Efficiency, production planning, inventory control, and costing. Lab fee required. Offered fall of even years.

**Prerequisite:** INDU 107

### **INDU 221 Applied Mechanical Engineering Technology**

#### **4 hours credit**

Covers introductory theory of statics & strength of materials, mechanical power systems, fluid power systems, electrical power systems, and internal combustion engines. One third lecture, two thirds lab. Lab stresses practical application of topics common to the field of mechanical engineering technology. Lab fee required. Offered every spring.

**Prerequisite:** MATH 102 or MATH 105 or higher recommended

### **INDU 223 Welding Technology**

#### **4 hours credit**

AC & DC flat position shielded metal arc welding (SMAW), GTAW, GMAW, and resistance welding, cutting, and flame spraying. Welding equipment, materials, supplies, and safety. Lab fee required. Offered spring of odd years.

**Prerequisite:** ENGR 125

### **INDU 226 Industrial Metal Processing**

#### **4 hours credit**

Production of metal products involving hand and machine operations utilizing sheet, cast, and machined metals. Precision layout and measurement stressed. Efficiency, production planning, inventory control, and costing. Lab fee required. Offered spring of even years.

**Prerequisite:** ENGR 125

### **INDU 227 Electrical Energy and Circuits**

#### **4 hours credit**

Scientific theory of magnetism and electricity. An introduction to the generation and distribution of electrical energy. Application of Ohm's Law and Watt's Law to DC & AC circuits containing resistors, and/or capacitors, and/or inductors in series, parallel, and series/parallel combinations. Laboratory includes use of test equipment, breadboarding and troubleshooting of basic DC & AC circuits, and an introduction to residential wiring. Also includes units on Programmable Logic Controllers, basic electronics, and the construction of an individual project. Lab fee required. Offered every fall.

**Same as** PHYS 227

**Prerequisite:** MATH 102 recommended

### **INDU 290 Building Construction**

#### **4 hours credit**

Site layout, surveying, excavating, pouring and finishing concrete footings, foundations, and slabs, block and brick laying. Carpentry framing and finishing, insulating, drywalling, painting, and roofing. Construction procedures, tools and equipment, scheduling, cost estimating, and contract bidding. Lab fee required. Offered fall of odd years.

**Prerequisites:** ENGR 101, INDU 107

**INDU 311 Production Tooling and Machine Design****3 hours credit**

Experiences in designing, specifying, and controlling tooling for an actual product; dies, jigs, fixtures, and special production machines. Electrical, fluid, and welding drawings. Offered fall of odd years.

**Prerequisite:** ENGR 102

**INDU 315 Industrial Plastics****4 hours credit**

Industrial processing of plastics; design, tooling, equipment, and processes. Lab fee required. Offered fall of odd years.

**Prerequisite:** ENGR 125

**INDU 324 Architectural Plans and Specifications****4 hours credit**

Original design for a residence structure. Complete set of presentation drawings and documents, floor plans, elevations, plot plans, perspectives, specifications, cost estimates, construction time line, and a 3D model. Analysis and interpretation of architectural contract documents for construction details, structural and mechanical systems, and compliance with building codes. Lab fee required. Offered fall of odd years.

**Prerequisite:** ENGR 102

**INDU 329 Graphics****3 hours credit**

Generating computer based working drawings and documents supporting industrial products utilizing industrial materials and composites through the use of AutoCAD, PTC-Creo, Presentation software, and Desktop Publishing software. Lab fee required. Offered fall of even years.

**Prerequisites:** ENGR 101, LDRS 105

**INDU 333 Industrial Electronics****4 hours credit**

Scientific theory of semiconductors. An introduction to circuits using diodes, transistors, and opamps. Exploration of the use of transducers to interface mechanical, fluid, electrical, and thermal systems with emphasis placed on industrial automation and control. Laboratory activities include breadboarding and troubleshooting basic circuits, use of Programmable Logic Controllers, and various forms of electric motor controls. Construction of individual and group projects including original design of a printed circuit board is encouraged. Lab fee required. Offered spring of even years.

**Same as** PHYS 333

**Prerequisites:** INDU 227 or PHYS 202/212

**INDU 335 Computer Numerical Control (CNC)****4 hours credit**

Programming and operating Computer Numerical Controlled (CNC) equipment utilizing carbide tooling. Metallurgy, physical properties of metals, precision machining, and an introduction to robotics. Lab fee required. Offered spring of odd years.

**Prerequisites:** ENGR 101, ENGR 125, INDU 226

**INDU 346 Alternate Energy****3 hours credit**

Exploration of alternatives (solar, wind, nuclear, geothermal, ocean thermal, biomass, conservation, and others) to presently used nonrenewable energy sources. Includes numerous field trips as well as the design and construction of a group alternate energy project. Emphasis placed on the analysis of the consequences associated with various energy paths. Lab fee required. Offered spring of odd years.

**INDU 350 Manufacturing Technology****4 hours credit**

Operating a manufacturing enterprise; organization, methods, production planning and control, purchasing, quality control, sales, personnel, costs, and financing. Development of a consumer product from initial concept through marketing distribution. Lab fee required. Offered fall of even years.

**Prerequisites:** ENGR 101, ENGR 125

**INDU 357 Internship****3-6 hours credit**

Required of all Industrial Technology majors except Teacher Education and 3 + 2 Engineering. Normally completed in the summer prior to the senior year, but may be completed during the regular semesters of the senior year. Students put in a minimum of 60 hours of "on the job" work for each credit earned. Typical employment is in the areas of management, production, design, engineering support, and construction. All placements must be approved by the department before employment is started. All internships are paid positions. Also requires reading a current book in your field of interest and writing a capstone paper. INDU 390 Professional Development Seminar may be taken as a substitute for the internship requirement. Offered every fall, spring, and summer.

**Prerequisite:** Senior standing

**INDU 390 Professional Development Seminar****2 hours credit**

Readings and discussion of professional and ethical issues; preparation of an individual's professional portfolio. Participation in a professional meeting and presentation of a paper based on original research and/or ideas encountered at the meeting. Offered spring semester.

**Same as APCS/MATH/PHYS 390****Prerequisite: Consent of instructor**

Course descriptions for Engineering Graphics I & II, Industrial Metal Processing, Materials and Processes, Engineering Thermodynamics, Statics, Dynamics and Kinematics, and Mechanics of Materials are found under ENGR.

## INTERDISCIPLINARY (INTR)

**INTR 095 Academic Skill Building****2 hours credit**

This course is restricted to and mandatory for selected students. It is designed to assist them in developing skills needed to enhance their academic experiences and accomplish their academic goals. The course will utilize a small-group atmosphere so students can discuss problems and learn from the experiences of the students in the group. In addition, students will be given training on topics such as time management and organization, memorization, reading, note-taking, testing, critical thinking, communicating, and utilization of school resources. The students will also have attendance and grades in all their academic courses monitored throughout the semester. This course does not count toward fulfilling graduation requirements. Pass/fail. Offered every semester.

## PENN LEADERSHIP CORE (LDRS)

**LDRS 090 Successful Writing****3 hours credit**

This course will prepare students to successfully complete William Penn University's Writing-Course sequence. Students in LDRS 090 will focus on the rudiments of writing and reading. The course will require students to complete short writing assignments to workshop their writing with peer groups, and to meet and discuss their writing with the instructor. The course will emphasize reading comprehension through discussion and short analysis assignments. Course credit does not count towards graduation.

**LDRS 100 College Foundations****2 hours credit**

College Foundations introduces the personal and leadership development emphasis of William Penn University, integrates students into the campus community, and assists them in adjusting to the academic environment of the university. College Foundations will 1) address skills essential to success as a life-long learner; 2) explore vital university resources such as the library, computer lab, and career services; 3) introduce the institution's foundational values including the influence of its Quaker heritage; 4) encourage leadership and active involvement in service opportunities, extracurricular activities and student organizations Required of all students with less than 12 hours of college credit.

**LDRS 101 English Composition I****3 hours credit**

This course has been designed as an introduction to the writing process. Emphasis will be placed on pre-writing, careful drafting, and critical revision of the basic essay, with particular attention to audience analysis, identification of purpose, thesis formation, incorporation of supporting materials, and overall essay organization. Analysis of the students' own writing and that of others will be emphasized. Offered every fall and spring.

**Prerequisite: Appropriate placement on the placement schedule, or grade of C or higher in LDRS 090.****LDRS 102 English Composition II****3 hours credit**

Following Composition I, this course continues developing students' writing skills and prepares students for the research projects and critical thinking that they will need in future courses and beyond. Students will read scholarly writing, participate in discussion, study argument and research methods, and prepare research projects, such as a hypothesis, a project proposal or abstract, and an annotated bibliography. Offered every fall and spring.

**Prerequisite: LDRS 101 with grade of C- or above.****LDRS 103 Educational Success (replaces LDRS 100 for Distance Learning students)****2 hours credit**

Educational Success introduces the personal and leadership development emphasis of William Penn University, integrates students into the campus community, and assists them in adjusting to the academic environment of the university. Cooperative learning is the foundational methodology of the course. Educational Success will 1) address skills essential to success as a life-long learner; 2) explore vital university resources such as the library, computer lab, and career services; 3) introduce the institution's foundational values including the influence of its Quaker heritage; 4) encourage leadership and active involvement in service opportunities, extracurricular activities and student organizations; 5) initiate the compilation of a personal leadership portfolio. Required of all students with less than 12 hours of college credit.

**LDRS 105 Computers and Technology****3 hours credit**

Fundamental computer concepts, terminology, and skills applicable for communication in today's world; awareness of critical issues in computer usage, including historical perspective, ethical practice, and current use of technology in various fields. Laboratory applications such as word processing, spreadsheet, database, programming, graphics, electronic mail, and Internet search tools will be part of individual and group projects. Lab fee required.

**Pre-requisite:** Math 100, Math ACT>19, Math Assessment Exam placement, or consent of instructor

**LDRS 106 Computers in Education (replaces LDRS 105 for Distance Learning students)****3 hours credit**

Fundamental computer concepts, terminology, and skills applicable for communication in today's world; awareness of critical issues in computer usage, including historical perspective, ethical practice, and current use of technology in various fields. Laboratory applications such as word processing, spreadsheet, database, programming, graphics, electronic mail, and Internet search tools will be part of individual and group projects. Lab fee required.

**Co-requisite:** Math 100, Math ACT>19, Math Assessment Exam placement, or consent of instructor

**LDRS 200 Principles of Communication****3 hours credit**

Two foundational assumptions of this course are that communication skills are essential for successful social and vocational life and that communication competence is the mark of effective leadership. In this course basic communication principles related to intrapersonal, interpersonal, small group, and public speaking contexts will be introduced and discussed in theory and in practice. Offered every fall and spring.

**Prerequisite:** LDRS 101 with grade of C- or above. Required for education certification.

**LDRS 220 Arts and Society I****3 hours credit**

Focusing on art, music, theatre, literature and their impact on society, this course will equip the student with an understanding of early major movements and style periods in both the visual and performing arts and an appreciation for the works of major artists who were influential in changing society. The course will use lecture-demonstration, guided listening, small group discussion, attendance at cultural events, and field trips to museums and/or concerts to engage the student with the arts at a personal level. Content will cover the time periods of the early Egyptians to the Renaissance. Lab fee required. Offered every fall.

**Prerequisite:** LDRS 102

**LDRS 221 Arts and Society II****3 hours credit**

Focusing on art, music, theatre, literature and their impact on society, this course will equip the student with an understanding of *modern* major movements and style periods in both the visual and performing arts and an appreciation for the works of major artists who were influential in changing society. The course will use lecture-demonstration, guided listening, small group discussion, attendance at cultural events, and field trips to museums and /or concerts to engage the student with the arts at a personal level. Content will cover the time period of the Baroque through present day. Note that LDRS 220 is not a prerequisite. Lab fee required. Offered every spring.

**Prerequisite:** LDRS 102

**LDRS 290 Quaker Values****1 hour credit**

A study of the beliefs and heritage of the early Society of Friends that are the heritage of this institution. With these values and beliefs as a foundation, this interdisciplinary course will emphasize an understanding of the self and what we value, an awareness of the world and our responsibilities in it, and an understanding of ethical decision-making which transfers values into actions.

**LDRS 390 Contemporary Leadership****3 hours credit**

Principles and theories of effective leadership. The concept of leadership is analyzed, including definitions, characteristics, and skills of effective leadership. Observation, analysis, and evaluation of leadership as displayed by contemporary and historical people. The course also addresses the development of self-awareness of potential strengths and weaknesses of the students as leaders.

**Prerequisite:** Must have completed 75 credit hours

## MATHEMATICS (MATH)

**MATH 090L Numeric Reasoning Lab****2 hours credit**

This course is a review of basic math principles to be taught in conjunction with Math 100 Numeric Reasoning. This class promotes success in Math 100 and readies the student for more advanced math courses. Students are registered in this class according to scores earned on the ACT or a math placement test given at or before registration. Review will consist of addition, subtraction, multiplication and division as well as fractions, decimals, percentages, exponents, and problem solving skills. This course does not count toward fulfilling graduation requirements. Lab fee required. Offered every fall and spring.

**MATH 100 Numeric Reasoning****3 hours credit**

Introduction to algebraic expressions, first-degree equations and inequalities, graphing and slope, positive and negative exponents, scientific notation, and factoring to provide readiness for MATH 105. Offered every fall and spring.

**Prerequisite:** satisfactory score on the Mathematics Assessment Exam

**MATH 102 Intermediate Algebra****3 hours credit**

Absolute value equations and inequalities, linear equations and inequalities, systems of equations, quotients of polynomials, synthetic division, rational expressions, radicals, complex numbers, quadratic equations and inequalities, and word problem applications. Offered every fall and spring.

**Prerequisite:** MATH 100 with grade of C- or better, or equivalent, or a satisfactory score on the Mathematics Assessment Exam.

**MATH 105 Mathematics for Leaders****3 hours credit**

A survey of applied topics in mathematics including voting theory, finance, mathematical patterns, geometric similarity, probability, and statistics. Offered every semester.

**Prerequisite:** MATH 100 with grade of C- or better, MATH ACT > 20, or Mathematical Assessment Exam placement.

**MATH 140 College Algebra and Trigonometry****4 hours credit**

Composite and inverse functions, circles, parabolas, exponential/logarithmic functions and equations, trigonometric functions (graphs, inverses), trigonometric identities and equations, law of sines and cosines. Offered every fall and spring.

**Prerequisite:** MATH 102 or equivalent, or a satisfactory score on the Mathematics Assessment Exam, or consent of the instructor.

**MATH 205 Mathematics for Elementary Educators****3 hours credit**

A study of mathematical concepts related to topics taught in elementary schools. Topics include numbers, operations, algebra, number patterns, geometry, measurement, data analysis, and probability. Offered every spring semester.

**Prerequisite:** MATH 105

**MATH 211 Discrete Mathematics****3 hours credit**

Finite math for computer science majors stressing an algorithmic approach. Topics include Boolean algebra, number base conversions, binary arithmetic, matrices and determinants, graph theory, functions, and recursion. Offered every fall.

**Prerequisite:** MATH 140 or equivalent

**MATH 212 Introduction to Abstract Mathematics****3 hours credit**

Elementary logic, set theory, inductive and deductive reasoning, methods of proof, relations and orders, countable and uncountable sets. The course will emphasize the basic techniques of reading and writing proofs. Offered every spring.

**Prerequisite:** MATH 211

**MATH 241 Calculus I****4 hours credit**

Limits, continuity, implicit and explicit differentiation, extrema, increasing and decreasing functions, concavity, differentials, antiderivatives, basic integration theory (Riemann sums), and integration by substitution. Offered every spring.

**Prerequisite:** MATH 140 or equivalent

**MATH 242 Calculus II****4 hours credit**

Differentiation and integration of logarithmic, exponential, and trigonometric functions; applications of integration including area, volume, and arc length; techniques of integration; improper integrals, infinite series; conics, parametric equations, and polar coordinates. Offered every fall.

**Prerequisite:** MATH 241

**MATH 303 Statistical Methods****3 hours credit**

A study of applied statistics with emphasis on appropriate use of technology. Topics include probability, correlation, regression, confidence intervals, and hypothesis testing. Students may not receive credit for both MATH 303 and MATH 336. Offered every semester.

**Prerequisite:** MATH 102 or equivalent, or a satisfactory score on the Mathematics Assessment Exam placement, or consent of instructor.

**MATH 332 College Geometry****3 hours credit**

Basic concepts in Euclidean and non-Euclidean geometry, geometric transformations, and applications. Designed primarily for prospective mathematics teachers. Offered as needed.

**Prerequisites:** MATH 212 and MATH 242

**MATH 335 Differential Equations****3 hours credit**

First- and second-order methods for ordinary differential equations including separable, homogeneous, linear, Laplace transforms, linear systems, power series, and some applications. Offered every other spring.

**Prerequisite:** MATH 242

**MATH 336 Mathematical Statistics****3 hours credit**

A mathematical study of probability and statistics. Course is Calculus-based and mixes theory and application. Students may not receive credit for both MATH 303 and MATH 336. Offered every other fall semester.

**Prerequisite:** MATH 242; MATH 212 recommended

**MATH 339: History of Mathematics****3 hours credit**

Explores the development of mathematics through the centuries, with emphasis on the nature of mathematics, both theoretical and applied. Filled with amusing historical anecdotes, like the time the state of Indiana tried to legally redefine the value of Pi. Warning: This is a proof-based course intended for students with a strong background in mathematics. This course cannot be substituted for any other history course. Offered every third semester.

**Prerequisite:** MATH 242 (MATH 212 strongly recommended, or consent of instructor)

**MATH 343 Calculus III****4 hours credit**

Vectors and surfaces, parametric equations and motion, functions of several variables, partial differentiation, maximum- minimum, Lagrange multipliers, multiple integration, vector fields, path integrals, Green's Theorem, and applications. Offered every other spring.

**Prerequisite:** MATH 242

**MATH 345 Numerical Analysis Methods****3 hours credit**

Techniques for curve fitting, interpolation, numerical differentiation and integration; solutions of equations and systems of linear equations; polynomial approximation; error analysis and eigenvectors. Emphasis on the development of mathematical algorithms and data analysis techniques for solving problems encountered by engineers and scientists. Some solutions will be implemented in MATLAB or C/C++. Lab fee required. Offered every third semester.

**Same as** APCS 345

**Prerequisites:** LDRS 105 (205 recommended), MATH 241 (211 recommended), PHYS 201/211

**MATH 353 Linear Algebra****3 hours credit**

Topics include matrices, systems of linear equations, determinants, vector spaces, inner products, linear transformations, eigen values and applications. A balance between axiomatic and computational mathematics. Offered every third semester.

**Prerequisites:** MATH 212 and MATH 242

**MATH 354 Abstract Algebra****3 hours credit**

Elementary group theory and ring theory, fundamental isomorphism theorems, ideals, quotient rings, integral domains, real and complex numbers, factorization and zeros of polynomials. Offered every third semester.

**Prerequisites:** MATH 212 and MATH 242; MATH 353 is also recommended

**MATH 390 Professional Development Seminar****2 hours credit**

Readings and discussion of professional and ethical issues; preparation of an individual's professional portfolio. Participation in a professional meeting and presentation of a paper based on original research and/or ideas encountered at the meeting. Offered every spring.

**Same as** APCS/INDU/PHYS 390

**Prerequisite:** Consent of instructor

**MATH 395 Professional Development Seminar II****1 hour credit**

Continuation of professional development in a second area. Preparation of a professional portfolio; presentation of an individual research project or participation in another professional meeting and presentation of a research paper. Offered as needed.

**Pre/Co-requisite** APCS 390/MATH 390

## APPLIED MUSIC (MUAP)

**MUAP 101, 201, 301 Private Instruction in Piano/Keyboard, Guitar/Bass, Percussion, Brass, Woodwinds, Strings, and Voice****1 hour credit**

Instruction is offered for the beginning and advancing musician in twelve weekly, one-half hour lessons per semester. A private lesson tuition fee is charged. May be repeated for credit. Offered every fall and spring.



**MUAP 102 Class Piano Instruction I (First Year Piano Skills)****1 hour credit**

Designed for the beginning keyboardist with no previous experience. These courses are in a two-part series and must be taken in sequence, except with the instructor's permission. Basic music and keyboarding skills will be taught including note reading, rhythm, scales, chords, harmonizing melodies and music interpretation. These fundamentals will allow students to explore any musical style. Elementary Education majors may find this class useful. Offered every fall.

**MUAP 103 Class Guitar Instruction I (First Year Guitar Skills)****1 hour credit**

Designed for the beginning guitarists with no previous experience. These courses are in a two-part series and must be taken in sequence, except with the instructor's permission. Basic music and fretboard skills will be taught including note reading, rhythm/strums, scales, chords, improvisation and accompanying a melody. These fundamentals will allow students to explore any musical style. Elementary Education majors may find this class useful.

**MUAP 130 William Penn University Jazz Ensemble****1 hour credit**

A contemporary music ensemble focusing on twentieth-century musical forms such as jazz, rock and world music. May be repeated for credit. Offered every fall and spring.

**MUAP 131 Marching/Pep Band****1 hour credit**

Rehearsal and performance of typical pep band music, with required participation at home football games, including set up and tear down. The first rehearsal of this group will be held during the first week of classes, for an extended period of time. Prior to each home game, pep music will be played through at the regularly scheduled jazz ensemble rehearsal. Other performance opportunities will be taken under consideration by the director. Open to all qualified students at William Penn University and all qualified members of the local community. May be repeated for credit. Offered every fall.

**Prerequisite:** The equivalent of three years of high school ensemble playing or permission of instructor. (MUAP 130).

**MUAP 202 Class Piano Instruction II****1 hour credit**

Continuation of Class Piano I. Offered every spring.

**Prerequisites:** MUAP 102 or consent of instructor

**MUAP 203 Class Guitar Instruction II****1 hour credit**

Continuation of Class Guitar I. Offered every spring.

**Prerequisites:** MUAP 103 or consent of instructor

**MUAP 250 William Penn Singers (Choral Ensemble)****1 hour credit**

Choral music from a wide variety of style periods from madrigals to sacred to vocal jazz/rock will be studied. Singers of all interests and levels are welcome to participate. It is assumed that students are enrolled in the ensemble for the full academic year. May be repeated for credit. Offered every fall and spring. Lab fee required.

**Prerequisites:** Consent of instructor

**MUAP 251 William Penn Concert Band****1 hour credit**

Symphonic concert band open to all William Penn University students, community members and area high school students. Performance of traditional and modern concert band literature. One major concert each semester plus graduation ceremony. May be repeated 8 times.

## MUSIC (MUSI)

**MUSI 100 Applied Music Seminar****0 hours credit**

A weekly convocation or studio class is held every Tuesday afternoon. Applied Music Seminar is an opportunity for students to perform with the permission of their applied music instructors. Students registered for any MUAP 101 section are required to attend. Held each semester.

**MUSI 104 Fundamentals of Music****3 hours credit**

An introduction to the fundamentals of music theory, listening, appreciation, composition and improvisation with an emphasis on practical musicianship and hands-on learning. Exercises will include performance, composition and listening exercises. Keyboard experience is helpful but not required. Students may find it helpful to take the group piano class concurrently or study piano privately. Offered every fall and spring.

**Prerequisites:** Previous musical experience (singing or playing) helpful.

**MUSI 123 Music Theory I****3 hours credit**

The first of a two-course sequence focusing on fundamentals of notation, keys, diatonic chords, cadences and beginning formal analysis. Students not having sufficient keyboard ability should also study piano. Offered every fall.

**MUSI 124 Music Theory II****3 hours credit**

Continuation of MUSI 123. Seventh chords in root position and their inversions, non-chord tones, modulations, and work in improvisation and composition. MUSI 124 must follow MUSI 123 in sequence except with instructor's permission. Offered every spring.

**Prerequisite:** MUSI 123

**MUSI 140 Music in the Electronic Medium****3 hours credit**

A course in electro-acoustic music, focusing on creating, sequencing and recording original electronic music. Students will learn the basics of MIDI technology, recording, sequencing and editing software and apply them to their own original works. Each student will have a workstation with a computer and multi-timbral synthesizer for hands-on application in the music department MIDI Lab. Some piano/keyboard and/or computer/electronics experience is helpful but not required. Offered every fall and spring.

**MUSI 216 History of Music****3 hours credit**

An introduction to Western music literature from early music to the present. Offered spring of even years.

**Prerequisite:** Completion of MUSI 123 or instructor permission

**MUSI 217 History of Music II****3 hours credit**

Music in American from the time of the Puritans to the present day. Historical, biographical material and listening will be included. For the general students as well as for music majors and minors.

**MUSI 223 Music Theory III****3 hours credit**

This course continues the study of the concepts introduced in Music Theory I and II, with the addition of augmented sixth chords, Neapolitan sixth chords, and changes of tonal centers.

**Prerequisites:** MUSI 123 and MUSI 124

**MUSI 224 Music Theory IV****3 hours credit**

This course studies counterpoint, fugues, sonata allegro, rondo, and variation forms, as well as 20<sup>th</sup> century chord structures and techniques.

**Prerequisites:** MUSI 223

**MUSI 336 Conducting****2 hours credit**

Instrumental and choral conducting and score reading, use of baton and rehearsal techniques, ranges of instruments, clefs, and transpositions. Offered every spring.

**Prerequisite:** Student must also be concurrently enrolled in the William Penn University Jazz Ensemble (MUAP 130) and/or William Penn Singers (MUAP 250) and must have successfully completed MUSI 123.

**MUSI 337 Conducting II****2 hours credit**

Continuation of conducting studies with emphasis on instrumental conducting, baton technique, score reading/marking, transpositions, and rehearsal techniques.

**Prerequisite:** MUSI 336.

**MUSI 339 Ear Training and Sight Singing****3 hours credit**

A skills course designed to improve the student's aural acuity and sight-reading ability. Lab fee required. Offered fall of even years.

**Prerequisite:** Concurrent enrollment in or completion of MUSI 123

**MUSI 340 Ear Training and Sight Singing II****2 hours credit**

This course is a continuation of the class Ear and Training and Sight Singing I. The content is designed to complement the Theory II course though it is not necessary they be taken in the same semester. This course is taught in the spring semester.

**Prerequisite:** MUSI 339

## NURSING (NURS)

*The NURS classes are available only to students in the nursing program.*

### **NURS 300 Health Assessment/Pathophysiology for the RN-BSN**

#### **3 hours credit**

Pathophysiological aspects of alterations in major body systems at a cellular level. Emphasis is on the holistic nature of human responses to health alterations and how care impacts that human response. Understanding basic disease processes support decision making in assessing, planning, implementing and evaluating care of clients in professional nursing practice. Emphasis in this course is placed on comprehensive health assessment of individuals. The students draw upon their prior knowledge in clinical experiences of health assessment to effectively conduct a comprehensive health assessment for providing safe efficient care.

### **NURS 301 Professional Nursing for the RN-BSN**

#### **5 hours credit**

This course enhances the students understanding of clinical reasoning through expanding of knowledge beyond pragmatic knowledge. Students explore the concept of caring as uniquely expressed in their nursing situations. Students learn to locate multi-level evidence, learn research terminology, types of research, and investigate evidence based holistic nursing interventions.

**Prerequisite:** NURS 300

### **NURS 302 Leading & Managing for the RN-BSN**

#### **5 hours credit**

Course emphasis is on concepts and skills of basic level management and leadership in nursing. Students explore aspects of management/leadership with nurse leaders. The students are introduced to informatics and how this concept is utilized in assuring safety and quality outcome initiatives. This course prepares the student to assume the role of a manager/leader at the fundamental level.

**Prerequisite:** NURS 300

### **NURS 303 Community Health for the RN-BSN**

#### **5 hours credit**

Examines the role of the nurse to understand the community as client. The RN-BSN student's knowledge will be enhanced through clinical experiences in a variety of community settings. Students will come to know nursing assessment and interventions unique to the community or population-based settings. Within this course, students will explore global health and how they can impact the global community.

**Prerequisites:** NURS 301 and NURS 302

### **NURS 401 Evidence-Based Practice for the RN-BSN**

#### **5 hours credit**

Students come to understand the process for implementing evidence-based practice and its application to a clinical question generated from their practice setting. Students will utilize critical inquiry in evaluating and synthesizing multi-level evidence related to their question. This evidence will form the basis for drafts of policies to support EBP changes in their practice setting.

**Prerequisite:** NURS 303 and MATH 303

### **NURS 451 Research Application Elective**

#### **1-4 hours credit**

Across the curriculum, students have experienced a broad base of research formats and tools for decision making presented by business, biological and nursing frameworks. In this elective course students with an individual area of interest will research current practice and literature, frame a question or plan a change project, apply appropriate process and report outcomes.

**Prerequisite:** Project proposal and approval by faculty

### **NURS 461 Guided Study**

#### **1-4 hours credit**

This is an individually (or small group) designed course to expand the students' experience or individual interest in some topic related to nursing. This course can be related to topics such as practice skills, diversity, health, or service to the community. The content of the course will be based on multilevel evidence that is supportive of the selected topic.

## PHYSICAL EDUCATION ACTIVITIES (PHLA)

### Traditional Program

The following courses are offered to improve movement efficiency and provide knowledge of recreational activities. Instruction for all participants is according to their skill level. All PHLA activities are 1 credit courses each, and no more than six activity credits will be counted toward graduation. A lab fee is required for the following PHLA courses.

PHLA	101	Swimming
PHLA	102	Tennis
PHLA	103	Golf
PHLA	104	Archery
PHLA	105	Fishing
PHLA	107	Social Dance
PHLA	108	Folk and Square Dance
PHLA	109	Weight Training
PHLA	110	Volleyball
PHLA	111	Soccer
PHLA	112	Football
PHLA	115	Basketball
PHLA	116	Handball and Racquetball
PHLA	117	Softball
PHLA	118	Stress Management
PHLA	119	Jogging
PHLA	120	Bowling
PHLA	121	Speedball
PHLA	122	Table Games
PHLA	124	Badminton

PHLA credit (**1 hour**) may also be earned by registering for and participating in the following intercollegiate athletics. Credit is awarded during the semester in which the season ends.

These PHLA activities are graded on a credit/no credit basis. No more than six PHLA credits will be counted toward graduation.

PHLA	150	Intercollegiate Baseball
PHLA	152	Intercollegiate Basketball
PHLA	153	Intercollegiate Bowling
PHLA	154	Intercollegiate Cheerleading/Dance
PHLA	155	Intercollegiate Dance
PHLA	156	Intercollegiate Cross Country
PHLA	158	Intercollegiate Football
PHLA	160	Intercollegiate Golf
PHLA	162	Intercollegiate Soccer
PHLA	164	Intercollegiate Softball
PHLA	166	Intercollegiate Track and Field
PHLA	168	Intercollegiate Volleyball
PHLA	170	Intercollegiate Wrestling

## PHYSICAL EDUCATION (PHLE)

### **PHLE 110 Wellness and Fitness**

#### **3 hours credit**

This course is designed to improve movement efficiency and provide knowledge of recreational activities. Included will be the effects of exercise on the body, basic nutrition, an introduction to relaxation and stress management techniques, and basic weight training principles. Offered fall & spring semesters.

### **PHLE 150 Fundamental Concepts of Health, Physical Education, and Recreation**

#### **3 hours credit**

Orientation for majors concerning requirements, career opportunities, history and principles in the fields of Health, Physical Education, and Recreation. Offered fall & spring semesters.

### **PHLE 160 First Aid**

#### **1 hour credit**

Current methods and theory in administering first aid treatment to victims. Red Cross Certification may be obtained. Lab fee required. Offered fall & spring semesters.

### **PHLE 205 Theory and Practice of Strength Conditioning**

#### **2 hours credit**

This course is designed to give students an understanding of how a collegiate strength and conditioning program operates, while also providing the opportunity to work directly with student-athletes. Offered spring semester.

### **PHLE 208 Recreational Leadership**

#### **3 hours credit**

Problems and scope of recreation in modern living. Methods and materials used in recreation. Offered fall & spring semesters.

### **PHLE 210 Camp Management and Outdoor Education**

#### **3 hours credit**

Preparation for duties of camp counselors and camp leadership positions; practical experience built around camp craft skills for outdoor living. Lab fee required.

### **PHLE 215 Elementary Physical Education Methods**

#### **3 hours credit**

This course is designed to acquaint physical education majors with games and play activities appropriate for classroom use.

### **PHLE 216 Elementary Physical Education and Health Methods**

#### **2 hours credit**

This course is designed to acquaint elementary education majors with games and play activities appropriate for classroom use. Students will be informed of the components of fitness and how to encourage active lifestyles which meet the physical, social, and psychological needs of children. Basic health concepts to enhance personal, family and community health and wellness will be covered. Topics to be included are promoting and monitoring physical fitness, drug abuse education, classroom management, handicapping conditions, facilities and equipment, and integrating physical education and academics. National standards for elementary physical education will be discussed and examined. Offered fall and spring semesters.

### **PHLE 217 Adaptive Physical Education**

#### **3 hours credit**

Designed to help the student understand and cope with the problems of the physically, socially, and mentally handicapped people with whom they may be involved. Students in this course will study many deviations from the normal pattern in physical management and health management in an attempt to handle them in a "normal" classroom. Offered spring semester.

### **PHLE 221 Teaching Individual and Team Sports**

#### **3 hours credit**

Theory and practice of the fundamentals, methods, and materials of teaching individual and team sports. Offered fall and spring semesters.

### **PHLE 222 American Sports History**

#### **3 hours credit**

Examines the history of American sports aside from baseball, with emphasis on the twentieth century.

Same as HIST 222

**PHLE 223 Sociology of Sport****3 hours credit**

This course offers a sociological examination and analysis of the role the institution, sport, plays in social life and society. Particular attention is given to understanding the social processes which relate to sport, such as socialization, competition and conflict, cooperation, social stratification, and social change. Additionally, the relationship(s) between sport and culture and between sport and other social institutions – such as education, economics, politics, health, family, and religion – is addressed.

**Same as SOCI 223**

**PHLE 224 History of American Baseball****3 hours credit**

Examines the history of American baseball since the 1840s, with emphasis on the twentieth century.

**Same as HIST 224**

**PHLE 227 Personal and Community Hygiene****3 hours credit**

Hygiene of the basic systems of the body with emphasis on care, functions and disorders, natural and acquired defenses against disease, elements of preventive medicine, and modern standards of sanitation. Exploration of causative community factors; diagnosis of disease and programs to combat these conditions. Offered spring semester.

**PHLE 231 Substance Abuse****3 hours credit**

Study of alcohol and drug use with relevance to medical, psychological, sociological and legal dimensions in the United States with an emphasis on automobile-related issues.

**Coaching and Theory of Sports Courses**

The following 2 credit hour theory courses include the theory, organization, methods and techniques of coaching these sports. Each course is designed as preparation for public school coaching. Lectures and practical work with the various athletic teams are included. Also included will be ethics education for coaches of all sports.

**Prerequisite: Junior standing or consent of instructor**

**PHLE 300 Theory of Coaching Wrestling****PHLE 301 Theory of Coaching Football****PHLE 302 Theory of Coaching Basketball****PHLE 303 Theory of Coaching Baseball****PHLE 304 Theory of Coaching Softball****PHLE 306 Theory of Coaching Volleyball****PHLE 308 Theory of Coaching Track and Field****PHLE 310 Theory of Coaching Soccer****PHLE 311 Theory of Officiating Fall and Winter Sports****2 credit hours**

Students will obtain proficiencies in the fundamentals, techniques, rules, procedures, and professional attitudes required of officials for fall and winter sports. Offered fall semester.

**PHLE 312 Theory of Officiating Spring and Summer Sports****2 credit hours**

Students will obtain proficiencies in the fundamentals, techniques, rules, procedures, and professional attitudes required of officials for spring and summer sports. Offered spring semester.

**PHLE 317 Prevention and Care of Sports Injuries****3 hours credit**

Theory and practical application involving prevention, care and rehabilitation of athletic injuries. Required of all students seeking a coaching certification. Lab fee required.

**Prerequisite: PHLE 160**

**PHLE 318 Sports Injury Management Skills**

The student is introduced to the various methods and techniques used in injury assessment, taping and bandaging, therapeutic modalities and rehabilitation exercises. The focus of this course is directed toward skills necessary for managing a variety of situations that commonly occur in the field of athletic training and sports medicine. Recognizing and evaluating sports injuries is a necessary part of the responsibility of the person(s) working in the sports areas, along with knowing the hands-on techniques associated with injury care. Lab fee required.

**Prerequisite: PHLE 317**

**PHLE 319 Psychology of Coaching****3 hours credit**

Coaching and management techniques based upon psychological principles and the understanding of human behavior in sports. Guest speakers from different coaching fields, school administrators, sports officials, sporting goods salesmen, and press media. Offered fall semester.

**Prerequisite: Junior standing**

**PHLE 325 Sport & Exercise Nutrition****3 hours credit**

Influence of nutrients and energy metabolism on the individual's health; adjustment of meal patterns to fulfill nutritional needs of the individual throughout the life cycle. Offered spring semester.

**Prerequisites:** BIOL 216 or equivalent, **Recommended:** CHEM 101 & CHEM 102

**PHLE 332 Analysis of Human Motion****3 hours credit**

Study of body movements, muscle action, and joint mechanics in relation to physical education activities; mechanical analysis of basic motor skills. Offered fall semester.

**Prerequisite:** BIOL 216

**PHLE 334 Tests and Measurements in Health, Physical Education, and Recreation****3 hours credit**

Various testing techniques and statistical analysis of tests available for use in the field of Physical Education. Offered fall and spring semester.

**Prerequisite:** MATH 102 or higher

**PHLE 335 Exercise Physiology****4 hours credit**

An introduction to the study of how the human body responds to the demands of physical activity and how exercise affects the physiological functions of the body. Offered fall semester.

**Prerequisite:** BIOL 216

**PHLE 336 Organization and Administration of Health, Physical Education, and Recreation****3 hours credit**

Programs and problems related to administration. Emphasis on intramurals, curriculum revision, purchasing and management of facilities. Offered fall and spring semester.

**Prerequisite:** Junior standing

**PHLE 338 Organization of School Health Program****3 hours credit**

Organization and development of school health programs, dealing with hygiene, sanitation of the school plant, the lunch program, school health services and the health instructional program.

**Prerequisite:** PHLE 227

**PHLE 339 Essentials of Strength and Conditioning****3 hours credit**

This class is designed to teach students how the body reacts to varying types of exercise, covers physiological systems and anatomy pertinent to strength training, and how to design weight training and conditioning programs for athletes in many athletic arenas. Offered spring semester.

**Prerequisite:** PHLE 205 **Recommended:** PHLE 332

**PHLE 390 Physical Education Practicum****2 hours credit**

A Physical Education capstone course which will allow students to integrate the knowledge and skills they have obtained in the study of Physical Education. Offered fall and spring semester.

**PHLE 394 Sports Law****3 hours credit**

This course concentrates on the legal ramifications of participation in sports and activities at schools, parks, recreational facilities, and in tourism to assist students to better understand the law as it pertains to their area of specialization and improve risk management practices. Coursework will include group discussions, legal research, and oral and written presentation. Offered spring semester.

**Prerequisite:** Junior standing or instructor consent

**PHLE 399 Seminar in Recreation****2 hours credit**

Modern trends and progress in recreation programs, policies and procedures.

**Prerequisites:** Senior standing and PHLE 208

**PHLE 420 Biomechanics****4 hours credit**

Study of forces on the human body; application of Newtonian mechanics to problems of human motion. Topics covered include linear & angular kinematics & kinetics, motion in fluid medium. 3 hour lecture, 1 hour lab per week. Offered spring semester.

**Prerequisites:** PHYS 201 & PHLE 332

**PHLE 430 Advanced Exercise Physiology****4 hours credit**

Advance study of exercise physiology topics, including adaptations to exercise training, environmental influences on performance, age & sex considerations in sports and exercise, and the impact of physical activity on disease states, including cardiovascular disease, diabetes, and obesity. Offered spring semester.

**Prerequisite: PHLE 335****PHLE 437 Exercise Prescription****3 hours credit**

This class is designed to teach students how to test individuals and their fitness level, and then how to prescribe an exercise routine that will develop the individual to what they desire. Offered spring semester.

**Prerequisite: PHLE 332, PHLE 334 & PHLE 335****PHLE 440 Sports Pharmacology****3 hours credit**

Pharmacologist principles including models of action, uses, modes of excretion, and patient side effects of various drug classes. The drugs are presented in a "system approach" with emphasis on medications utilized in diagnosing and treating diseases and injuries associated with the various body systems. 3 hours lecture per week; student oral presentations and case studies. Offered fall semesters.

**Prerequisites: CHEM 101 and CHEM 102**

## PHYSICAL SCIENCE (PHSC)

### Traditional Program

**PHSC 100 Physical Science for Elementary Educators****3 hours credit**

This course is designed to provide the Elementary Education students with an introduction to Physical Science with content related to Earth Science, Astronomy, Chemistry and Physics.

**Prerequisite: Elementary Education major**

## PHYSICS (PHYS)

### Traditional Program

**PHYS 201 General Physics I****4 hours credit**

Solid mechanics including kinematics, dynamics and statics; fluid mechanics, waves, periodic motion, sound, and light with algebra and trigonometry applications. Three lectures and one laboratory session per week. Lab fee required. Offered every fall.

**Prerequisite: MATH 140 or consent of instructor****PHYS 202 General Physics II****4 hours credit**

Heat transfer, thermodynamics, magnetism; electricity including resistance, capacitance, inductance, series and parallel combinations, DC and AC circuits; electromagnetic waves, atomic structure and modern physics with algebra and trigonometry applications. Three lectures and one laboratory session per week. Lab fee required. Offered every spring.

**Prerequisite: PHYS 201****PHYS 211 College Physics I****5 hours credit**

Solid mechanics including kinematics, dynamics and statics; fluid mechanics, waves, periodic motion, sound and light with vector and calculus applications. Three lectures, one laboratory session, and one problem-solving session per week. Lab fee required. Offered every fall.

**Prerequisite: MATH 241 or consent of instructor****PHYS 212 College Physics II****5 hours credit**

Heat transfer, thermodynamics, magnetism; electricity including resistance, capacitance, inductance, series and parallel combinations, DC and AC circuits; electromagnetic waves, atomic structure and modern physics with vector and calculus applications. Three lectures, one laboratory session, and one problem-solving session per week. Lab fee required. Offered every spring.

**Prerequisite: PHYS 211**



**PHYS 227 Electrical Energy and Circuits****4 hours credit**

Scientific theory of magnetism and electricity. An introduction to the generation and distribution of electrical energy. Application of Ohm's Law and Watt's Law to DC & AC circuits containing resistors, and/or capacitors, and/or inductors in series, parallel, and series/parallel combinations. Laboratory includes use of test equipment, breadboarding and troubleshooting of basic DC & AC circuits, and an introduction to residential wiring. Also includes units on Programmable Logic Controllers, basic electronics, and the construction of an individual project. Lab fee required. Offered every fall.

**Same as INDU 227**

**Prerequisite: MATH 102 recommended**

**PHYS 327 Engineering Thermodynamics****3 hours credit**

Introduction to the principles of work, energy and the physical properties of engineering fluids including temperature, pressure, internal energy, enthalpy, specific heat and entropy. The first and second laws of thermodynamics will be studied and used to analyze various thermodynamic processes common in engineering practice. The non-flow energy equation, continuity equation, Bernoulli's equation and steady flow energy equation will be introduced. Calculations will also involve the ideal gas law, gases, and gas mixtures, steam and the use of steam tables. Offered fall of even years.

**Prerequisites: MATH 140/MATH 241 and PHYS 202/212**

**PHYS 333 Industrial Electronics****3 hours credit**

Scientific theory of semiconductors. An introduction to circuits using diodes, transistors, and opamps. Exploration of the use of transducers to interface mechanical, fluid, electrical, and thermal systems with emphasis placed on industrial automation and control. Laboratory activities include breadboarding and troubleshooting basic circuits, use of Programmable Logic Controllers, and various forms of electric motor controls. Construction of individual and group projects including original design of a printed circuit board is encouraged. Lab fee required. Offered spring of even years.

**Same as INDU 333**

**Prerequisites: PHYS 202/212 or INDU 227**

**PHYS 341 Statics****3 hours credit**

An introduction to the principles of engineering statics and the laws of equilibrium. Mathematical analysis of forces and moments acting on machine elements, frames and trusses at rest or in non-accelerated motion. The concepts of free body diagrams, inertia, friction and moment diagrams are introduced to help analyze multiple force systems. Classroom concepts will be applied to actual industrial problems to develop a method of problem evaluation and final solution. Lab fee required. Offered every spring.

**Same as ENGR 341**

**Prerequisites: PHYS 201/211**

**PHYS 342 Dynamics and Kinematics****3 hours credit**

An introduction to the principles of engineering dynamics, including particle position, displacement, velocity and acceleration. Newton's laws will be used to evaluate the forces required to produce desired motions, velocities and accelerations of machine elements. Concepts of work, kinetic energy, impulse, momentum and the conservation of energy will be introduced and applied in the analysis of actual industrial problems. Lab fee required. Offered every fall.

**Same as ENGR 342**

**Prerequisites: PHYS 341**

**PHYS 343 Mechanics of Materials****3 hours credit**

An introduction to the concept of internal stresses in machine elements resulting from applied external force systems. Mathematical analysis of tension, compression, torsional and flexure stresses in machine elements and pressure vessels. Introduction and mathematical analysis of strain and deflections resulting from external forces. Classroom concepts will be applied to actual industrial problems to develop a method of problem evaluation and resolution. Offered every spring.

**Same as ENGR 343**

**Prerequisites: PHYS 342**

**PHYS 390 Professional Development Seminar****2 hours credit**

Readings and discussion of professional and ethical issues; preparation of an individual's professional portfolio. Participation in a professional meeting and presentation of a paper based on original research and/or ideas encountered at the meeting. Offered spring semester.

**Same as APCS/INDU/MATH 390**

**Prerequisite: Consent of instructor**

**PHYS 395 Professional Development Seminar II****1 hour credit**

Continuation of professional development in a second area. Preparation of a professional portfolio; presentation of an individual research project or participation in another professional meeting and presentation of a research paper. Offered as needed.

**Pre/Co-requisite: APCS/MATH 390**

## POLITICAL SCIENCE (PLSC)

### **PLSC 100 International Relations**

#### **3 hours credit**

Individual, domestic, national and system effects on relations between states; war, diplomacy and other instruments of influence; contemporary and future international problems. Offered every spring.

### **PLSC 125 United States National Government**

#### **3 hours credit**

Nature of government, Federal Constitutional principles; organization and functions of executive, legislative, and judicial branches; roles of interest groups and citizens in democracy. Offered every fall.

### **PLSC 150 Comparative Politics -Western Democracies**

#### **3 hours credit**

The politics of Great Britain, France, the Federal Republic of Germany, and other major Western European states; the comparative method and its utility in the study of politics, cross national comparison of political processes and political institutions. Offered spring of even years.

### **PLSC 200 The Politics of War and Peace**

#### **3 hours credit**

Major issues concerning war and the search for peace; research on the causes of war at the individual, national and system levels; an examination of the ethics of war and the conduct of war; nuclear weapons and disarmament, nuclear war.

**Prerequisite:** PLSC 100 or consent of instructor

### **PLSC 210 State and Local Government**

#### **3 hours credit**

Organization and functions of state, county, and municipal government; examination of their financial problems, reorganization and urban-rural relations.

### **PLSC 217 Ethnic and Race Relations**

#### **3 hours credit**

Explores the historic and current problems faced by ethnic and racial minority groups in American society; the causes and consequences of prejudice and discrimination and the nature of current minority/majority interaction.

**Same as SOCI 217**

### **PLSC 230 Congress and the Presidency**

#### **3 hours credit**

Background of the executive and legislative branches in the Constitutional Convention and their evolution to present; decision-making by Congress and the President. Offered fall of even years.

**Prerequisite:** PLSC 125 or consent of instructor

### **PLSC 234 American Black History**

#### **3 hours credit**

Examines the political, economic, social, and cultural history of American blacks.

**Same as HIST/SOCI 234**

### **PLSC 236 America in the Modern World**

#### **3 hours credit**

Examines the diplomatic and military history of the United States since the Revolutionary War, with emphasis on the twentieth century.

**Same as HIST 236**

### **PLSC 250 American Political Parties and Elections**

#### **3 hours credit**

Examines the historical development, organization, functions, and tactics of American political parties and the historical development, method, style, and meaning of presidential and congressional election campaigns.

**Same as HIST 250**

### **PLSC 310 Political Thought**

#### **3 hours credit**

Analysis of political theory from the ancient, medieval, modern, and post-modern periods, with application to political issues and problems of the contemporary world. Offered fall of odd years.

### **PLSC 318 Women in American History**

#### **3 hours credit**

Examines the political, economic, social, and cultural history of American women. Offered spring of even years.

**Same as HIST/SOCI 318**

**PLSC 321 U.S. Public Opinion and Interest Groups****3 hours credit**

An examination of the trends and diversity of American public opinion on political issues; an introduction to the measurement of public opinion; how and why public opinion develops into interest groups; types, resources, tactics, roles, and regulation of interest groups.

**PLSC 331 Law and Society****3 hours credit**

Evolution of law and legal institutions; theory of law and jurisprudence; use of law and the legal system for the development of public policy. Offered odd years.

**Same as SOCI 331**

**Prerequisite: PLSC 125 or consent of instructor**

**PLSC 332 American Constitutional History****3 hours credit**

Examines the historical development of the U. S. Supreme Court and its major decisions since the Federalist era.

**Same as HIST 332**

**PLSC 333 Constitutional Rights and Liberties****3 hours credit**

Legal issues, controversies, and significant developments in constitutional rights and liberties, and the impact of these developments upon American politics, culture, and social institutions. Offered even years.

**Prerequisite: PLSC 125, or PLSC 332, or consent of instructor**

**PLSC 349 International Business****3 hours credit**

Study of business in a global economy with the major complexities involved including the effects of different social systems, governmental influences on trade, financial exchange rates, and corporate relationships and policies.

**Same as ECON/BUSI 349**

**Prerequisites: Junior standing**

**PLSC 358 Washington Center Internship****10 to 15 hours credit**

The Washington Center places juniors or first semester seniors in a federal agency in Washington, D.C. Interns work forty hours per week in a responsible position for twelve hours credit and participate in one weekly seminar led by a professional practitioner for three hours credit. Applications are due April 15 for the fall semester, October 1 for the spring semester, and February 15 for the summer (summer session credit ten hours maximum).

**PLSC 359 Iowa Legislative Internship****6 to 12 hours credit**

Interns spend spring semester at Iowa State Legislature in Des Moines, gaining practical experience in the legislative process and providing useful staff services for legislators. Interns serve either Monday through Thursday for twelve hours credit or two of those days for six hours credit. Interns must submit paper summarizing legislative experience. All applications are due December 1.

**PLSC 390 History/Government Practicum****3 hours credit**

This capstone course integrates knowledge gained through student's major concentration and Penn Leadership Core courses.

## PSYCHOLOGY (PSYC)

**PSYC 102 Introduction to Psychology****3 hours credit**

Introductory psychology with units in learning, human development, problem solving, perception, emotion, motivation, personality, social behavior, behavior disorders, and therapy. Offered every fall.

**PSYC 108 Life-Span Psychology****3 hours credit**

Human development from conception to death (child, adolescent, adult psychology). Emphasis on the plasticity, multidimensionality, multidirectionality, and historical embeddedness of human change. Offered every fall and spring.

**PSYC 203 Developmental & Educational Psychology****3 hours credit**

This course focuses on human development of child and adolescent (K-12) including physical, personal, social and cognitive development. Psychological principles are applied to the educational process with units in learning, differentiated instruction, motivation, classroom management, measurement, and evaluation. This course is required for all education majors.

**Prerequisites: EDUC 100**

**PSYC 221 Introduction to Counseling****3 hours credit**

An overview of current practices in personal and career counseling including basic counseling skills and contemporary professional issues. Emphasis on service to individuals. Offered every fall.

**PSYC 230 Psychology of Religion****3 hours credit**

A course that examines the practice of religion from a social scientific perspective.

**Same as RELI 230**

**PSYC 240 Health Psychology****3 hours credit**

Psychological contributions to understanding the causes, prevention, and treatment of physical illness. Research addressing the reciprocal effects of behavior and physical health will be emphasized. Offered every spring.

**PSYC 260 Social Psychology****3 hours credit**

Scientific study of social influence. Topics include small group process, organizational behavior, affliction, aggression, altruism, attitude change, interpersonal attractions, and prejudice. Offered every spring.

**Same as SOCI 260**

**PSYC 305 Theories and Systems of Counseling****3 hours credit**

The emphasis of this course is counseling theories as applied to counseling individuals. An overview of the major theoretical perspectives on human behavior and individual counseling interventions. Counseling strategies and techniques associated with different theories will be discussed. Offered every spring.

**Prerequisite: PSYC 102**

**PSYC 322 Multicultural Counseling Approaches****3 hours credit**

Designed to help counselors and mental health practitioners maximize their effectiveness when working with a culturally diverse population. Offered every spring.

**Prerequisite: PSYC 221**

**PSYC 326 Abnormal Psychology****3 hours credit**

A study of major forms of psychological disorder in adults and children in the context of modern life. Attention to the genetic, socio-cultural, and psychological bases and amelioration of abnormality. Offered every spring.

**PSYC 327 Personality****3 hours credit**

A survey of the major theories of personality, including but not limited to those of Freud, Jung, Skinner, Maslow, Adler, Fromm, Bandura, Allport, and Cattell. Offered every fall.

**Prerequisites: PSYC 102 or consent of instructor**

**PSYC 331 Human Services in Contemporary America****3 hours credit**

Survey of human service organizations, their historical development, relationship to professional societies, and diverse employment opportunities locally and nationally. Offered every spring.

**PSYC 333 Learning****3 hours credit**

An exploration of past and current learning theories. Emphasis will be placed on how learning principles are related to everyday experiences and how knowledge of these principles may be used to modify one's behavior for a more satisfying life. Offered every fall.

**Prerequisite: PSYC 102 or consent of instructor**

**PSYC 335 Experimental Psychology****3 hours credit**

An in-depth examination of research methods applied in the field of psychology, as well as how data is collected, analyzed (at a basic level) and written in report form. Required of psychology majors. Offered every fall.

**Prerequisite: PSYC 102 and LDRS 203 or consent of instructor**

**PSYC 348 Crisis Intervention****3 hours credit**

A skills-related counseling course to understand the bases of and practical techniques for crisis intervention and group facilitation. Offered every spring.

**Prerequisite: PSYC 102**

**PSYC 390 Psychology Practicum****Human Services General****3 hours credit**

A capstone course for psychology majors. Students will conduct primary and literature research integrating knowledge in their discipline. Offered every spring.

**Prerequisite:** PSYC 335 for Psychology majors

## RELIGION (RELI)

**RELI 104 Understanding the Old Testament****3 hours credit**

A survey course in which significant portions of the Old Testament are read and discussed. The historical-spiritual development of the Jewish people and relationship of the Jewish faith to Christianity is emphasized.

**RELI 106 Understanding the New Testament****3 hours credit**

A survey course in which the entire New Testament is read and discussed. Major features and themes of the individual books and letters of the New Testament are discussed and analyzed.

**RELI 204 Christianity in America****3 hours credit**

Examines the rise of both the Protestant and Catholic churches in America and the influence of Christianity upon American life and culture.

Note: this course has been formerly listed as Living Religions in America.

**Same as HIST 204**

**RELI 206 Christian Ethics****3 hours credit**

This course examines the foundations of Christian ethical thought and theory derived from both the New and Old Testaments. The personal and social implications of Christian ethics to life and culture will be addressed. Lives of exemplars representing Christian ethics in action – both past and present – will serve as models for study and reflection.

**RELI 210 Religion in Modern America****3 hours credit**

A survey of the influence of religion upon American culture from the 20<sup>th</sup> century to the present day.

**RELI 212 Religion and Society****3 hours credit**

This course approaches religion as one of society's institutions. It will focus on the practices, social structures, historical backgrounds, development, universal themes and the roles of religion in society. Emphasis will be placed on the dialectical relationship between society and religion.

**Same as SOCI 212**

**RELI 230 Psychology of Religion****3 hours credit**

A course that examines the practice of religion from a social scientific perspective.

**Same as PSYC 230**

**RELI 299 Special Topics in Religion****3 hours credit**

The topics of this course would change periodically. A current example is Science, Religion and the Search for Truth offered this fall. This specific course examines and evaluates the popularly understood conflict between science and religion.

**RELI 300 Comparative Religion**

This course is a comparative survey of world religious leaders, historical and contemporary. The emphasis will be on understanding the major religious faiths of the world. The course will include inquiry concerning the beliefs, practices, views of reality, morality, paths of ultimate fulfillment, and the social implications of the world's major religions. Students will be expected to respond reflectively to the readings and field experiences.

## SOCIOLOGY (SOCI)

### **SOCI 101 Introduction to Sociology**

**3 hours credit**

Examines the social processes and structures which shape both individuals and groups of all sizes, including friends, families, corporations and nations. Provides students with interpretive tools for understanding themselves and others in a changing world. Offered every fall.

### **SOCI 123 Sociology of Contemporary Issues**

**3 hours credit**

Investigates current social problems with an analysis of causative factors and possible solutions. Topics covered will vary. Offered every spring.

### **SOCI 126 Deviant Behavior**

**3 hours credit**

A sociological analysis of deviant behavior in relation to norms, values, and social control. The course examines the relationship of deviant behavior to conventional values, sex roles, institutions, and power, with special attention to the social construction of deviance. Offered spring of even years.

### **SOCI 211 Introduction to Criminology**

**3 hours credit**

Analyzes the meaning, identification and causes of crime and the role of social institutions in the control of crime and the correction of criminals. Offered every fall.

### **SOCI 212 Religion and Society**

**3 hours credit**

This course approaches religion as one of society's institutions. It will focus on the practices, social structures, historical backgrounds, development, universal themes and the roles of religion in society. Emphasis will be placed on the dialectical relationship between society and religion.

**Same as RELI 212**

### **SOCI 217 Ethnic and Race Relations**

**3 hours credit**

Explores the historic and current problems faced by ethnic and racial minority groups in American society and beyond; the causes and consequences of prejudice and discrimination and the nature of current minority-majority interaction. Offered Fall of even years.

**Same as PLSC 217**

### **SOCI 218 Juvenile Delinquency**

**3 hours credit**

An investigation of youth as both offenders and victims of crime; theories of juvenile delinquency; youth programs related to crime; the role of the school, the family, and the police; child abuse, runaways and street kids; juvenile gangs; the juvenile justice system; juvenile corrections, and an evaluation of preventive programs. Offered every fall.

### **SOCI 219 Sex and Gender in Society**

**3 hours credit**

A sociological exploration of the changing roles of men and women. Examination of formation of male and female identity; problems encountered between men and women; interpersonal, romantic, and work relationships; and the implications of changing sex roles for major social institutions. Offered every spring.

### **SOCI 220 Social Organization**

**3 hours credit**

A study of organizational society, its formal and informal structure, the development of bureaucracy, and the use and misuse of power. Offered fall of odd years.

### **SOCI 223 Sociology of Sport**

**3 hours credit**

This course offers a sociological examination and analysis of the role the institution, sport, plays in social life and society. Particular attention is given to understanding the social processes which relate to sport, such as socialization, competition and conflict, cooperation, social stratification, and social change. Additionally, the relationship(s) between sport and culture and between sport and other social institutions – such as education, economics, politics, health, family, and religion – is addressed. Offered spring of odd years.

**Same as PHLE 223**

### **SOCI 234 American Black History**

**3 hours credit**

Examines the political, economic, social, and cultural history of American blacks.

**Same as PLSC/HIST 234**

**SOCI 260 Social Psychology****3 hours credit**

Scientific study of social influence. Topics include small group process, organizational behavior, affliction, aggression, altruism, attitude change, interpersonal attractions, and prejudice.

**Same as PSYC 260**

**SOCI 311 Marriage and Family****3 hours credit**

Marriage and contemporary family life; exploration of questions, problems, and alternatives. Offered every fall.

**Prerequisite: SOCI 101, or SOCI 123, or consent of instructor**

**SOCI 318 Women in American History****3 hours credit**

Examines the political, economic, social, and cultural history of American women.

**Same as HIST 318/PLSC 318**

**SOCI 328 Criminology Theory and Practice****3 hours credit**

An analysis of the patterns and causes of criminality and the operational practice of the law enforcement and criminal justice systems. Crime, as a form of social deviance, is examined in relation to the cultural and social control systems of society. Offered every spring.

**Prerequisite: SOCI 101, 123, or consent of instructor**

**SOCI 331 Law and Society****3 hours credit**

Evolution of law and legal institutions; theory of law and jurisprudence; use of law and the legal system for the development of public policy.

**Same as PLSC 331**

**Prerequisite: PLSC 125 or consent of instructor**

**SOCI 335 Social Research Methods****3 hours credit**

Presents the detailed logic underlying research design, data collection, and data analysis in sociological studies. The course addresses both quantitative (e.g., survey) and qualitative (e.g., participant observation) dimensions of research, and special emphasis is placed on research ethics. Offered every spring.

**Prerequisite: LDRS 203 or consent of instructor**

**SOCI 345 Organizational Behavior****3 hours credit**

Analysis of the behavior of people in organizations, drawing upon the disciplines of Psychology, Sociology, and Business Administration. Applications are studied in the context of effective management of organizational behavior and the important inter-relationships between needs and expectations of the individual, the organization, and society. Offered every fall.

**Same as BUSI 345**

**SOCI 347 Business Ethics****3 hours credit**

Approaches to ethical issues and problems facing business and society today. Offered every spring.

**Same as BUSI 347**

**Prerequisite: Junior standing**

**SOCI 350 Sociological Theory****3 hours credit**

An integrative seminar focusing on the central issues and selected problems faced by major social thinkers and others in the study and understanding of the social world. Offered every fall.

**Prerequisite: SOCI 101 or SOCI 123 and twelve hours of other Sociology courses, or consent of the instructor**

**SOCI 390 Sociology Practicum****3 hours credit**

A capstone seminar course in sociology research methodology, theory, and practice. Students will be involved in research integrating knowledge of their discipline with conducting research.

## THEATRE (THEA)

### **THEA 104 Basic Production**

#### **3 hours credit**

Designed to familiarize a student with all production aspects of a working theatre. Along with class and workshop time, students will make practical application of theories and practices through work on university, community, and possibly, professional performances. Offered fall semester.

### **THEA 106 Acting 1**

#### **3 hours credit**

Students will explore acting techniques including character analysis, voice, projection, movement, and memorization. The emphasis will be on developing the actor as a disciplined artist and the actor's role in the production process. Offered fall semester.

### **THEA 110 Improvisation and Movement**

#### **3 hours credit**

Basics of movement and physical adaptation of characters will be developed throughout the semester. Students will learn principles and techniques of Improvisational Theatre and how to apply the essentials of physical comedy. Offered spring semester of even years.

### **THEA 114 Theatre Production**

#### **1 hour credit**

Many acting and technical theatre opportunities are available on campus. Whether it is working on stage, doing one-acts, or full stage productions, students are assured of a quality experience in the theatrical performing arts. May be repeated for credit.

### **THEA 116 Special Effects**

#### **1 hour credit**

Basic principles related to theatrical special effects and illusions will be introduced and discussed in both theory and practice. Techniques include practiced exercises ranging from close-up "Street Magic" to full-scale illusions used in set designs. Exploration includes an overview of pyrotechnics and environmental effects.

### **THEA 117 Makeup**

#### **1 hour credit**

Basic makeup techniques practiced through exercises in Grecian proportions, old age, stout, and lean using the student's own face as a canvas. Exploration of animal makeup, beard construction, and appliance effects.

### **THEA 118 Costuming**

#### **1 hour credit**

Survey of costume history to gain knowledge of various period styles. Basic construction methods. Solving design problems through use of sketches, pattern making, and construction of period costumes. Work with major production required.

### **THEA 124 Stage Lighting & Sound**

#### **3 hours credit**

An introductory course providing students with a basic understanding of the principles, practices, and execution of stage lighting and sound and their applications in the theatre. The lighting portion of the course focuses on the fundamentals of stage lighting such as: functions of lighting, qualities of light, design, basic electricity, lighting instruments and equipment, light plot basics, board operation, and safety. The sound portion of the course provides the students with a working knowledge of sound design and engineering focusing on the functions of sound, equipment (including set up and maintenance), design, sound operation, sound plot basics, recording and reproduction.

### **THEA 212 Oral Interpretation**

#### **3 hours credit**

Poet Vachel Lindsey once wrote, "I write poetry to be read and poetry to be read out loud." This class will focus on the second kind of literature that Lindsey was talking about. This course will introduce students to a specific, systematic understanding of performed literature. Voice and diction will be developed through the medium of drama, poetry, prose, reader's theatre, narratives, and children's literature. Breathing, phrasing, and range will also be explored.

### **THEA 216 History of Theatre**

#### **3 hours credit**

This course gives an overview of theatre history and aesthetic styles, explores the methods of theatre artists, and provides a literary perspective from the ancient Greeks to modern day. Offered fall semesters of even years.

**Same as ENGL 216 Literary Genres: Drama**

### **THEA 304 Directing and Advanced Production**

#### **3 hours credit**

A workshop course that will explore the directing and production of an entire one act play by coordinating and executing all aspects of the production. Offered spring of odd years.

**Prerequisites: THEA 104, THEA 106, and THEA 306**



**THEA 306 Acting 2****3 hours credit**

This course will explore advanced acting techniques focusing on specialized areas such as truth in technique, scene study, and the performance process as a whole. In the words of Professor Robert Barton, this course encourages students to start “setting goals for the future which allow both artistic growth and personal satisfaction.” Offered every spring semester.

**Prerequisite:** THEA 106

**THEA 307 Shakespeare****3 hours credit**

This course will be an in-depth examination of Shakespeare’s plays and poetry. Opportunities include attending or participating in at least one Shakespeare performance or event. Offered spring semester of even years.

**Same as ENGL 307**

**Prerequisite:** ENGL 220 or consent of instructor

## SPECIAL COURSES

### Traditional Program

In addition to courses described in previous pages, William Penn University offers experimental courses. These courses are not listed in the catalog since they are designed to meet the special needs of the community or students, or arise out of the interest of faculty. They are generally offered only twice in CASPS and three times for CWA and general required the approval of the Vice President of Academic Affairs.

**199, 299, 399 Special Topics Seminar**

Seminar devoted to a special topic related to the department’s academic discipline, but not normally covered in existing courses in that department. Experimental courses in a department will be listed under one of these numbers: 199 – Freshman, 299 – Sophomore, 399 - Junior and Senior, according to the level of student participation.

**320 Independent Study****1 – 3 hours credit**

Independent research on a topic of a student’s own choosing. Approval of supervising faculty member and the Dean of CASPS must be secured in advance of registration.

**330 Experience Project****1 – 3 hours credit**

Work, travel, or group experience as arranged by academic division.

**340 Department Assistant****1 – 2 hours credit**

Assisting with teaching a class or overseeing laboratory under supervision of regular faculty member. The student will aid in designing, developing, and evaluating the laboratory and other instructional activities. No more than four hours counted toward graduation. Must have approval of faculty member. Pass/Fail Only.

**357 Internship****1 – 6 hours credit**

Extensive work experience in an area related to student’s major field of concentration under direct supervision of regular faculty member and on site work supervisor. Approval of faculty member, work supervisor, and division chair must be secured in advance of registration. This course may be taken more than once, for up to a total of 6 hours maximum credit per declared major. University guidelines specify a student must perform a minimum of 40 hours of meaningful work per credit hour earned.



**WILLIAM PENN UNIVERSITY  
BOARD OF TRUSTEES  
2014-2015**

**EXECUTIVE COMMITTEE**

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Rita Davis  
Roger LeBel  
Reginald Martin  
Eric Nichols  
Sam Ritchie  
Jon Woods

## EMERITI FACULTY

- L. FREDERICK ALLEN, Professor of Religion, 1990 -2012. Emeritus, 2012; Dean, 2003 - 2009. Campus Minister, 1990-1998; Chair, Social and Behavioral Sciences Division, 1996-2003. B.S., St. Lawrence University; M.Div., ColgateRochester/Bexley Hall/Crozer Theological Seminary; Ph.D., Boston University.
- ALLEN J. BOWMAN, Associate Professor of Religion and Philosophy, 1966-1990; Campus Minister, 1979-1990; Emeritus, 1990. B.A., Asbury College; B.D., Asbury Theological Seminary; S.T.M., Pacific School of Religion; Graduate study, Duke University and University of Iowa.
- LINDA ELIASON, Associate Professor of Music, 1965-1997; Emeritus, 1997. Chair and co-chair, 1994-97. B.A., William Penn College; M.M., Drake University; Graduate study, Drake University, University of Northern Iowa, University of Iowa, Indiana University, George Peabody College of Teachers (Nashville), and Brigham Young University.
- HENRY EDGAR GRAFKE, JR., Associate Professor of Art, 1968-1997. Emeritus 1997; B.S., Kansas State Teachers College, Emporia; M.S., University of Kansas; Graduate study, University of Iowa and Iowa State University.
- DONALD HICKLIN, Assistant Professor of Mathematics, 1992 - 2011; Emeritus 2011. B.A., William Penn College; M.S., University of Northern Colorado; Graduate study, University of Georgia and University of Montana.
- M. PATRICK McADAMS, Assistant Professor of Geology, 1988 - 2014. Chair, Natural Science Division 1994-1995. Director of Assessment, 1996-2000. Registrar, 2001 - 2009. Interim Director of Enrollment Management, 2003. B.A., M.S., University of Iowa.
- ALLEN H. RODEMEYER, Associate Professor of Industrial Technology, 1965-90; Emeritus, 1991. B.A., University of Northern Iowa; M.Ed., University of Missouri; Ed.S., University of Northern Iowa.
- DONALD E. SCHULTZE, Dean of Instruction, 1959-1973, 1985, and 1989. Director of Teacher Education, 1958-65; Chair, Education and Psychology Division, 1958-65; Professor of Education and Social Science, 1958-91; Emeritus, 1991. B.S., M.Ed., Ed.D., University of Nebraska.
- PEARL SHINN WORMHOUDT, Associate Professor of Fine Arts, 1958-1981; Emeritus, 1981. B.A., Central College; M.A., Columbia University; Art Students League; Colorado Springs Fine Arts Center; Student of Douglas Stanley and Mme. Paola Novikova (New York)

## FACULTY

- SUSAN BOXLER, Assistant Professor of Education, 2010 - . Chair, Education Division, 2014 - . B.S., Ball State University; M.A. Ed., Olivet Nazarene University.
- GARY CHRISTOPHER, Associate Professor of Kinesiology, 2011 - . Chair, Health & Life Sciences Division, 2013 - . B.S., Brigham Young University; M.S., Brigham Young University; Ph.D., Texas Woman's University.
- MICHAEL D. COLLINS, Professor of Sociology, 1997 - . Associate Dean, 2011 - . Chair, Social and Behavioral Sciences Division, 2003 - . B.A., St. John's University; M.A., University of Nevada-Las Vegas; Ph.D., Oklahoma State University.
- WILLIAM M. COLLMAN, Assistant Professor of Kinesiology, 1995 - . B.S., Greenville College; M.A., Ball State University.
- SCOTT CRESSLEY, Instructor/Director of Instrumental Music, 2007 - . B.S., Clarion University of PA.; M.M., Eastern New Mexico University.
- JIM DROST, Professor of Industrial Technology, 1966 - . Chair, Applied Technology Division, 1968 - . B.A., William Penn College; M.Ed., Ph.D., Iowa State University.
- BRENDA L. DUREE, Director of Nursing, 2011 - . Chair, Nursing Division, 2011 - . B.S.N., University of Iowa; M.Ed., Iowa State University; M.S.N., University of Iowa; Ph.D., Iowa State University.
- LANCE J. EDWARDS, Professor of Business, 2009- . Chair, Business Administration Division, 2014 - . A.A., B.S., University of Montana; M.B.A., City University of Seattle; M.A., American Military University; D.M. Colorado Tech University.
- JANET L. EWART, Professor of Biology, 1996 - . A.B., Kenyon College; Ph.D., University of Wisconsin- Madison; Post-doctoral studies, University of Pennsylvania.
- ANN M. FIELDS, Associate Professor of Business Administration, 2003 - . Provost, 2009. Interim President, 2009 - 2010. President 2010 - 2013. B.S., M.S., Ph.D., Iowa State University.
- BREANNE GARRETT, Instructor of Mathematics, 2011 - . B.A., Central College; M.A., University of Iowa.
- JULIE E. HANSEN, Librarian, 1988 - . B.A., Winona State University; M.A., University of Iowa.
- MELANIE A. HATCH, Assistant Professor of Education, 2012 - . B.A., Central College; M.S., Drake University.
- STEPHEN HENDERSON, Instructor of Education, 2014 - ., B.A., Trinity Christian College; M.A., American Public University.
- JAMES HOEKSEMA, Professor of Industrial Technology, 1986-1995 and 1997 - . B.A., William Penn College; M.A., D.I.T., University of Northern Iowa. Graduate study, Montclair State College, Iowa State University, and University of Northern Iowa.
- MICHAEL O. JOHNSTON, Assistant Professor of Sociology, 2013 - . B.A., Buena Vista University; M.P.A., Iowa State University; Ph.D., Walden University.
- LUCINA M. KIMPEL, Associate Professor of Nursing, 2012 - . B.S., College of St. Francis; B.S.N., M.S., Drake University; M.S.N., University of Iowa; Ph.D., Iowa State University.
- VICTORIA LAIRD, Director of Visual Art, Part-time Instructor in Art, 1991 - . B.S., West Liberty State College.
- GREGORY A. MARKKO, Assistant Professor of Political Science, 1989- . B.S., M.A., Miami University; J.D., Ohio State University College of Law.
- PAMELA MARTIN, Professor of Education, 1996 - . Chair, Education Division, 1998 - 2014. B.S., M.Ed., James Madison University; Ph.D., University of Virginia.
- TED McCOY, Associate Professor of Mathematics, 2007 - . B.A., Grinnell College; M.S., Ohio State University; Ph.D., Ohio State University.
- ANITA MEINERT, Director of Vocal and Keyboard Music, 1998 - . Chair, Humanities Division, 2013 - . B.A., William Penn College; M.M.E., Boston University.
- DAVID A. MEINERT, Instructor of Accounting, 2010 - .; CPA; A.A., Muscatine Community College, B.A., Buena Vista University; M.B.A., St. Ambrose University.
- MICHAEL MOYER, Assistant Professor of Religion, 1991 - . Director of Campus Ministries, 1998-2005. Religious Life Coordinator, 1991-1998. B.A., Friends University; M.A., Wichita State University.

JARED PEARCE, Associate Professor of English, 2007 - . Interim Chair, Humanities Division, 2009 - 2010. Chair, Humanities Division, 2010 - 2013. B.A., Brigham Young University; M.A., Brigham Young University; Ph.D., University of Louisiana at Lafayette.

DAVID L. PORTER, Louis Tuttle Shangle Professor of History, 1976 - . Acting Chair, Social & Behavioral Sciences, 2000-2001. B.A., Franklin College; M.A., Ohio University; Ph.D., Pennsylvania State University; NEH Fellow at the University of Iowa and Herbert Hoover Library 1979; Eleanor Roosevelt Institute Fellow at the Franklin D. Roosevelt Library, 1981.

MARYELLEN POTTS, Professor of English, 2014 - . B.A., Connecticut College; M.A., University of Rochester; Ph.D., The Union Institute.

ROBERT A. RIETVELD, Instructor of English, 2005 - . B.A., Central Christian College of the Bible; M.A., MDiv, Cincinnati Christian University; DMin, Southern Christian University.

KATHRYN A. ROE, Assistant Professor of Education 2005 - . B.A., Northern Illinois University; M.S., University of Wisconsin - Milwaukee.

NOEL STAHL, Associate Professor of English, 2005 - . Chair, Humanities Division, 2007 - 2009. Interim Dean, 2009 -2010. Academic Dean, 2010 - . B.A., Brigham Young University; M.A., Brigham Young University, Ph.D., University of Texas, J.D., Hamline University School of Law.

GLENN STEIMLING, Assistant Professor of Kinesiology 2014 - . B.A., Plymouth State College; M.A., University of Arizona; Ph.D., University of New Mexico.

JENNIFER STERLING, Instructional Services Librarian, 2002 - Reference Librarian 1998-2000. B.S., PittsburgUniversity; M.S., University of Missouri.

JONATHAN H. STEVENS, Assistant Professor of Applied Computer Science, 2000 - . B.A., M.Ed., University of Minnesota-Duluth; M.S., Concordia University, Wisconsin.

SARAH TARBELL, Instructor of Psychology, 2013 - . B.A., William Penn University; M.B.L., William Penn University.

JHNA TURNER, Instructor of Business and Mathematics, 2010 - . B.S., Florida A&M University; M.B.A., Florida A&M University.

MATTHEW D. WAGNER, Director of Academic Technology and Instructor of Communications, 2011 - . B.A., BuenaVista University; M.S., Iowa State University.

JUDITH C. WILLIAMS, Assistant Professor of Applied Computer Science, 1981 - . Associate Academic Dean, 1992-1994 and 1995-1996. B.S.M.E., Virginia Polytechnic Institute; M.S.M.E., Purdue University; Graduate study, Purdue University, Memphis State University and Central Oklahoma State University.

CATHERINE A. WILLIAMSON, Assistant Professor of Education, 2006- . Chair, Education Division, 2014 - . B.A., Buena Vista College; M.A., Morningside College.

LONNY L. WILSON, Professor of Economics, 1972 - . Chair, Social Science Department, 1978 - 1996., Chair, BusinessAdministration Division, 1996 - 2014. B.A., Iowa Wesleyan College; M.A., Ph.D., University of Iowa.

RANDALL WRIGHT, Director of Drama and Technical Theater, 2005 - . B.A., Wartburg College; M.A., University of Northern Iowa.

DOUGLAS R. ZEHR, Professor of Biology, 1980 - . Dean of the College of Arts, Sciences, and Professional Studies, 2000-2002. Chair, Natural Science Division 1987-1994; Interim Academic Dean, 1995-1996. B.S., Iowa State University; M.S., Ph.D., Southern Illinois University.

## 2014 FALL SEMESTER

Friday, August 22	Fall Registration
Monday, August 25	Fall Registration
Monday, August 25	Freshmen/ Transfer Student Orientation
Tuesday, August 26	Classes begin
Friday, August 29	Last day to: add a 1 <sup>st</sup> 8 week course, drop a 1 <sup>st</sup> 8 week course to be deleted from student record
Monday, September 1	Labor Day; no classes, offices closed
Wednesday, September 3	Last day to: add a course, drop a course to be deleted from student record
Wednesday, September 10	Last day to: add a CASP Monday only course, drop a CASP Monday only course
Friday, September 19	Intent forms for 2013 graduates due to Registrar
Thursday, September 25	1 <sup>st</sup> 8 week courses dropped recorded as a "W"
Friday, September 26	Senior Audits due to Registrar
Tuesday, October 7	Last day to remove incompletes from Spring 2014/Summer 2014
Monday, October 13	Last day to request incomplete for a 1 <sup>st</sup> 8 week course
Wednesday, October 15	1 <sup>st</sup> 8 week courses end
Thurs-Fri, October 16-17	Fall Break; no classes, offices open
Monday, October 20	Second-half semester classes begin
Monday, October 20	Midterm grades due at 2pm
Wednesday, October 22	1 <sup>st</sup> 8 week course grades due
Thursday, October 23	Last day to: add a 2 <sup>nd</sup> 8 week course, drop a 2 <sup>nd</sup> 8 week course to be deleted from student record
Monday, October 27	Full semester courses dropped recorded as "W"
Friday, November 14	2 <sup>nd</sup> 8 week courses dropped recorded as a "W" letter grade
Wednesday-Friday, Nov 26-28	Thanksgiving holiday; no classes, offices closed
Monday, December 1	Thanksgiving recess ends at 8:00 a.m.
Friday, December 5	Last day to remove incompletes for a 2 <sup>nd</sup> 8 week course
Friday, December 5	Last day to remove incompletes for a full semester course
Wednesday, December 10	Semester examinations begin
Friday, December 12	Semester examinations end; last day of semester
Tuesday, December 16	Grades due
Wednesday, December 24	Offices closed for Christmas break and will reopen January 5, 2015

## 2015 SPRING SEMESTER

Monday, January 12  
Tuesday, January 13  
Wednesday, January 14  
Monday, January 19  
Tuesday, January 20

Thursday, January 22

Friday, February 13  
Wednesday, February 25  
Wednesday, March 4  
Friday, March 6  
Friday, March 6  
Monday, March 9  
Monday, March 9  
Monday, March 16  
Thursday, March 19

Friday, March 20  
Monday, March 23  
Thursday, April 2  
Friday, April 3  
Monday, April 6  
Saturday, April 11  
Wednesday, April 22  
Monday, May 4  
Monday, May 4  
Wednesday, May 6  
Friday, May 8  
Friday, May 8  
Saturday, May 9  
Tuesday, May 12

Registration for Spring Semester  
Registration for Spring Semester  
Classes begin  
Martin Luther King Jr. Day; no classes  
Last day to: add a 1<sup>st</sup> 8 week course,  
drop a 1<sup>st</sup> 8 week course to be deleted from student's  
record Last day to: add a full semester course,  
drop a full semester course to be deleted from student's record  
1<sup>st</sup> 8 week courses dropped recorded as a "W"  
Last day to Remove incompletes  
Last day to request incompletes for a 1<sup>st</sup> 8 week course  
1<sup>st</sup> 8 week courses end  
Spring Break begins at 5:00 p.m.  
Mid-term grades due  
Spring Break ends at 8:00 a.m.  
Second-half semester courses begin  
Last day to: add a 2<sup>nd</sup> 8 week course,  
drop a 2<sup>nd</sup> 8 week course to be deleted from student's record  
Final grades due for 1<sup>st</sup> 8 week courses  
Last day to drop a full semester course to be recorded as a "W"  
Easter Break, No Classes  
Good Friday, No Classes  
Easter Break, No Classes  
Honors Banquet  
2<sup>nd</sup> 8 week courses dropped recorded as a "W"  
Last day to request incompletes for a full semester course  
Last day to request incompletes for a 2<sup>nd</sup> 8 week course  
Semester examinations begin  
Semester examinations end; last day of semester  
Graduating senior grades due  
Commencement  
ALL remaining grades due to Registrar

## 2015 SUMMER TERM I

Monday, May 18  
Friday, July 31

Term I begins  
Term I ends

## 2015 SUMMER TERM II

Monday, May 18  
Tuesday, June 9

Term II begins  
Term II ends

## 2015 SUMMER TERM III

Monday, June 15  
Thursday, July 17

Term III begins  
Term III ends



## **FINAL EXAMINATION SCHEDULE Fall 2014**

### **Wednesday, December 10, 2014**

8:15 - 10:10	All classes meeting 8:15 - 9:05 MWF
10:15 - 12:10	All classes meeting 10:15 - 11:05 MWF
12:15 - 2:10	All classes meeting 12:15 - 1:05 MWF
2:15 - 4:10 A	Il classes meeting 2:15 - 3:05 MWF
Evening	All classes meeting Monday/Wednesday or Monday evening

### **Thursday, December 11, 2014**

8:15 - 10:10	All classes meeting 8:15 - 9:30 TTH
10:15 - 12:10	All classes meeting 9:45 - 11:00 TTH
12:15 - 2:10	All classes meeting 12:15 - 1:30 TTH
2:15 - 4:10	All classes meeting 1:45 - 3:00 TTH
Evening	All classes meeting Tuesday/Thursday or Tuesday evening

### **Friday, December 12, 2014**

9:15 - 11:10	All classes meeting 9:15 - 10:05 MWF
11:15 - 1:10	All classes meeting 11:15 - 12:05 MWF
1:15 - 3:10	All classes meeting 1:15 - 2:05 MWF
3:15 - 5:10	All classes meeting 3:15 - 4:05 MWF
Evening	All classes meeting Wednesday evening

## **FINAL EXAMINATION SCHEDULE Spring 2015**

### **Wednesday, May 6, 2015**

8:15 - 10:10	All classes meeting 8:15 - 9:05 MWF
10:15 - 12:10	All classes meeting 10:15 - 11:05 MWF
12:15 - 2:10	All classes meeting 12:15 - 1:05 MWF
2:15 - 4:10	All classes meeting 2:15 - 3:05 MWF
Evening	All classes meeting Monday/Wednesday or Monday evening

### **Thursday, May 7, 2015**

8:15 - 10:10	All classes meeting 8:15 - 9:30 TTH
10:15 - 12:10	All classes meeting 9:45 - 11:00 TTH
12:15 - 2:10	All classes meeting 12:15 - 1:30 TTH
2:15 - 4:10	All classes meeting 1:45 - 3:00 TTH
Evening	All classes meeting Tuesday/Thursday or Tuesday evening

### **Friday, May 8, 2015**

9:15 - 11:10	All classes meeting 9:15 - 10:05 MWF
11:15 - 1:10	All classes meeting 11:15 - 12:05 MWF
1:15 - 3:10	All classes meeting 1:15 - 2:05 MWF
3:15 - 5:10	All classes meeting 3:15 - 4:05 MWF
Evening	All classes meeting Wednesday evening

## **2014 - 2015 ACADEMIC MEETINGS**

**For Areas of Study, Departments, Faculty and Faculty Development**

### **SEPTEMBER**

- 2 Areas of Study Meetings
- 9 Divisional Meetings
- 16 Faculty Meeting
- 23 Academic Council Meeting

### **OCTOBER**

- 7 Areas of Study Meetings
- 14 Divisional Meetings
- 21 Faculty Meeting
- 28 Academic Council Meeting

### **NOVEMBER**

- 4 Areas of Study Meetings
- 11 Divisional Meetings
- 18 Faculty Meeting
- 18 Academic Council Meeting

### **DECEMBER**

- 2 Areas of Study Meeting
- 9 Divisional Meetings

### **JANUARY**

- 20 Academic Council Meeting
- 27 Faculty Meeting

### **FEBRUARY**

- 3 Areas of Study Meetings
- 10 Divisional Meetings
- 17 Faculty Meeting
- 24 Academic Council Meeting

### **MARCH**

- 17 Divisional Meetings
- 24 Faculty Meeting
- 31 Academic Council Meeting

### **APRIL**

- 7 Areas of Study Meetings
- 14 Divisional Meetings
- 21 Faculty Meeting
- 28 Academic Council Meeting

## COLLEGE OF WORKING ADULTS CAMPUS AND SITE LOCATIONS

**Clive, Iowa-** The Clive, Iowa location is the main campus for the College for Working Adults. The Clive location is where the administration, student services, advising financial aid, accounting and enrollment are located.

**Ankeny, Iowa-** The Ankeny locations have two learning centers, one at the DMACC campus, and one located at 225 SE Oralabor Road. The DMACC campus hosts the MBL and the Bachelors program. The other learning center hosts the Associates in addition to the Bachelors and the MBL. The Ankeny campus has a site coordinator that facilitates both advising and site management.

**Oskaloosa, Iowa-** The Oskaloosa site is on the traditional campus. The Oskaloosa site uses various buildings located on the traditional campus to facilitate the learning of Associates, Bachelors and MBL students. The Oskaloosa campus has a site coordinator that facilitates both advising and site management.

## STUDENT AFFAIRS

### Student Services

Even though there is no residence life on an adult campus, it is still important for students to feel connected to the University in which they attend. One outlet to receive support is through the Student Services office.

The student services office on the CWA campus facilitates many things on the campus. Student service plans activities, is the first stop for resources and also handles all issues related to appeals and academic integrity violations.

### Academic Advising

Each location has an advisor to assist students with academic programs. At the Ankeny and Oskaloosa campuses, site coordinators serve as the academic advisors. On the Clive campus, academic advisors are broken out by level of program, including Associates, Bachelors and MBL. Academic advisors direct students in many ways, including providing guidance throughout the program in which they are enrolled, providing guidance about moving into the next program and general assistance as it relates to academics.

### Honor Society

Alpha Sigma Lambda is a nationally recognized honor society that focuses on the high academic standards of students with additional outside challenges that more traditional students may not face.

## COLLEGE OF WORKING ADULTS

### Information Services

CWA information services manages all technological resources for the student body and faculty at the Clive and Ankeny campuses, and the information services department serves the Oskaloosa CWA as well as the traditional campus. All classrooms have wired, as well as broadband wireless access to the internet and William Penn University services.

### Library

Library Services are available to all students through the Wilcox Library link on the William Penn website. These include a variety of scholarly databases for journal articles and newspapers in business, health, education and communication. Additionally, NetLibrary provides access to several thousand book titles. Other resources are available through the William Penn University library on the main campus and through inter-library loan with advanced notice. Finally, Videos on Demand are an additional resource for students in both research and educational information.

### Textbooks

Students may purchase textbooks online from the University Book Store. The Textbooks for LDRS1110, Strategies for Success (AALS), LDRS 3800, Leading in a Changing World (BA), and MBL 504, Effective Business Teams (MBL) are provided for the student. Those books may be given the first night of class, or shipped if the student is online. The University bookstore's operating hours can be found through the bookstore link. Phone 641-673-1030 or order rental or new books from the William Penn website homepage at College for Working Adults, then

**Bookstore.** Students may purchase textbooks through other resources.

*Students are expected to have a textbook, access codes for special materials, and other required course resources by the first night of class.*

### Career services

The Director of Career Services, located on the traditional campus, publishes weekly announcements of jobs and internships that are available. A representative from career services may be available at specifically provided times at the Clive campus.

## CWA COST OF ATTENDANCE

### CWA University Fees

AA/BA \$335.00 per credit hour

MBL: \$460.00 per credit hour hour

Technology fee: \$25.00 per course

## FINANCIAL AID

### ACCOUNTING

The Accounting Department handles all student payments, balances, billing, receipts, and account histories. If a student has a change in his or her course schedule, the student should contact the Accounting Representative to understand the financial impact of change, Leave of Absence or Withdrawal. The student is financially responsible for all expenses incurred as a student at William Penn University College for Working Adults. The student should maintain and manage their educational expenses in a timely and responsible manner. Students can access their account information on-line at [www.mystudentaccount.org/william penn](http://www.mystudentaccount.org/william penn). When a student accesses their student account for the first time, they will need register as a NEW USER. Students will then enter their WPU e-mail address and student ID number. Upon registering as a New USER, a password will be e-mailed to their WPU e-mail account so they can access their financial account on-line.

### STUDENT FINANCIAL ASSISTANCE

It is the purpose of the Financial Aid Office at the College for Working Adults to assist the student in financial planning for college. William Penn University makes it financially possible for fully accepted students in a degree seeking program to experience the advantages of a college education. The primary criterion for determining the amount of assistance a CWA student is eligible to receive is the financial need of the student. Assistance available is related to the financial need. Any changes to the student's initial schedule for the academic year may result in an adjustment to the student's financial assistance.

The following are some general principles for compliance with Federal Financial Aid:

- Students must apply for financial aid by filling out the FAFSA once each year while the student is enrolled.
- The student must complete the FAFSA on or before July 1 every year in order to receive Iowa tuition grant.
- A student must be enrolled for at least 24 hours in the undergraduate program and 18 credit hours in the graduate program in order to maintain eligibility for financial aid. The only exception to this is when a student is finishing degree requirements and needs less to fulfill graduation requirements.
- Financial aid funds can only be used for successfully completed courses. All repeated courses due to unsuccessful completion will be the student's financial responsibility.

### FEDERAL STUDENT FINANCIAL AID

Following is a list that includes, but is not limited to, a description of federal student financial assistance programs available to students who enroll at William Penn University. Please note: Graduate students are only eligible for federal loan funds. Please see Federal Stafford Loans below.

The Pell Grant, SEOG, Federal Perkins Student Loan, Federal Stafford Student Loan and the Federal Parent and Grad PLUS Loans are awarded by the Financial Aid Office. The result of the students FAFSA will determine the eligibility for these programs. Grant funds are automatically ordered by the University for eligible students.

**Federal Pell Grant** is based on need and does not have to be repaid. Pell Grants are awarded only to undergraduate students who have not earned a bachelor's degree. To determine Pell eligibility, the U.S. Department of Education uses a standard formula, established by Congress; to evaluate the information provided. William Penn University will credit the student's university bill at least once per payment period.

**Federal Supplemental Educational Opportunity Grant (FSEOG)** is for undergraduate students who have not earned a bachelor's degree and who show exceptional financial need – that is, students with the lowest EFC's – and gives priority to students who receive Federal Pell Grants. A FSEOG does not have to be repaid. There is no guarantee every eligible student will be able to receive an FSEOG; students will be awarded these funds based on the availability at that school. William Penn University will credit the student's university bill at least once per payment period.

**Federal Perkins Loan** is a low-interest (5 percent) loan for undergraduate students with financial need. William Penn University is the lender. The loan is made with government funds, and the University contributes a share. William Penn University will credit the student's university bill once the University has received the required loan paperwork. This is a binding legal document; upon a signature, it is agreed that the student will repay the loan under the stated terms. There is a nine months grace period after graduation, leave from school before the loan goes into repayment. Monthly repayment amounts will depend on the size of debt and the length of the repayment period.

**Federal Stafford Loans** are either subsidized or unsubsidized. Students can receive a subsidized loan and an unsubsidized loan for the same enrollment period. The initial application process uses the FAFSA or Renewal FAFSA, as described above for grant processing. However, when requesting loan funds, a completed master promissory note (MPN) with the Federal Direct Lending Program at [www.dlenote.ed.gov](http://www.dlenote.ed.gov) is required. The signed promissory note is a binding legal document with the understanding of full repayment under the stated terms. First time borrowers at the University must also complete an entrance interview that can be found at [www.dl.ed.gov](http://www.dl.ed.gov). The master promissory note, the entrance interview and a separate loan authorization form provided by the University with the award notification must be completed before loans will be credited to the student's account. The loan funds will be sent to the University and will be credited to the student's university bill in at least two installments.

- A subsidized loan is awarded to undergraduate students on the basis of financial need. No interest will be charged before the student begins repayment or during authorized periods of deferment. The federal government "subsidizes" the interest during these periods. The amount students are eligible to borrow will be determined by "need" and grade level.
- An unsubsidized loan is awarded to both graduate and undergraduate students but no awarded on the basis of financial need. Interest will be charged from the time the loan is disbursed until it is paid in full. If interest is accrued (accumulated) while in school or during periods of nonpayment, it will be capitalized – that is, the interest will be added to the principal amount of the loan, and additional interest will be based on the higher amount. The borrower can choose to pay the interest as it accumulates.

**Federal Parent PLUS Loan** is a loan that parents can take out to pay for their child's educational expenses if they have a dependent undergraduate student. PLUS Loans are unsubsidized and are not awarded on the basis of need. The parent must complete and submit a PLUS Loan application, available at the University. After the University completes its portion of the application, the Federal Direct Lending Program will perform a credit check. If approved, the loan funds will be sent to the University and will be credited to the student's university bill in at least two installments. If there are extra loan funds, the amount will be sent to the parent unless the University receives authorization from the parent to release the funds to the student. The Federal Parent PLUS Loan will automatically go into repayment while the student is still in school unless a deferment is requested from the parent and granted by the lender. The Federal Parent PLUS Loan does not require an entrance interview. A parent loan that does not pass the credit check may make the student eligible for additional loans. Contact the Financial Aid Office for more information.

**Federal Grad PLUS Loan** is a loan that is available to graduate students. The Federal Grad PLUS loan has a higher interest rate than Federal Stafford Loans. A student must file a FAFSA to be eligible for a Grad PLUS loan. This loan is based on credit history, so it is possible that a co-signer may be required. The maximum a student may borrow in this program is the total cost of attendance minus any other financial aid received. Payments on this loan may be deferred while enrolled in a graduate program. Interest does accrue on this loan during the deferment period. There is no grace period for the Grad PLUS Loan as it will go into repayment as soon as graduates, or withdraws from school. If interested in this loan, please contact the Financial Aid Office.

More information regarding federal programs is located in "The Guide to Federal Student Aid" provided by the US Department of Education. This booklet explains these programs in further detail and is located in the Financial Aid Office at William Penn University or can be accessed through the U.S. Department of Education's "Financial Aid for Students Home Page" at [http://studentaid.ed.gov/students/publications/student\\_guide/index.html](http://studentaid.ed.gov/students/publications/student_guide/index.html) and click on publications.

## STATE STUDENT FINANCIAL AID

Following is a list that includes, but is not limited to, a description of all state student financial assistance programs available to students who enroll in the College for Working Adults at William Penn University.

**Iowa Tuition Grant** is based on financial need. The maximum grant is currently given for each year of full-time undergraduate study. The Iowa Tuition Grant is pro-rated to students less than full-time as determined by the state of Iowa. To be eligible for the Iowa Tuition Grant the student must:

1. Be a resident of Iowa as defined by the State Board of Regents;
2. Be a United States citizen or residing in the United States on a permanent visa;
3. Be currently enrolled or planning to enroll in an undergraduate program at an Iowa private university;
4. File a FAFSA. This application **must be received at the processing center by July 1** of each year.

**Iowa National Guard Educational Assistance** provides funds to members of the Iowa National Guard Units for covering the costs of attending designated Iowa colleges and universities. Recipients must:

1. Be residents of Iowa, as defined by the Adjutant General of Iowa, and member of an Iowa Army or Air National Guard unit throughout each term for which the members receive benefits;
2. Have satisfactorily completed required Guard training;
3. Have maintained satisfactory performance of Guard duty;
4. Have applied to the Adjutant General of Iowa for program eligibility;
5. Be pursuing certificates or undergraduate degrees at eligible Iowa colleges or universities and maintaining satisfactory academic progress (students with BA degrees are not eligible to participate even if pursuing a second BA degree) and;
6. Be member of the Iowa National Guard units with Pay Entry Basic Dates (PEBD) of July 1, 1991, or later.

Guard members seeking tuition assistance must apply to the Adjutant General of Iowa by the dates they specify. Applicants are not required to complete the FAFSA.

In the event that available state funds are insufficient to pay the full amount of each approved grant, the Iowa College Student Aid Commission has the authority to administratively reduce the award. The University may not assume responsibility for replacing funds caused by insufficient state funds. For further information, please visit the Iowa College Student Aid Commission web site at <http://www.iowacollegeaid.gov/commissioncentral/schgrants/stategrants.html>.

## **OUTSIDE SOURCES OF AID**

Outside sources of aid are usually awarded by corporations, civic groups and/or educational groups. Students may contact businesses and organizations within their community for possible scholarship funds. In addition students may conduct a free scholarship search over the Internet at [www.fastweb.com](http://www.fastweb.com)

Any financial assistance that you may receive from sources not listed on your aid award, such as a scholarship from a local or private organization, military benefits and/or vocational rehabilitation benefits must be reported to the Financial Aid Office. When notifying the Financial Aid Office of an outside award, please list the name of the award or donor and the amount of the award. The University will attempt to adjust your award in a manner that is most beneficial while maintaining compliance with federal, state and institutional regulations. Outside scholarships may be credited to your university bill when the funds are received.

***Veteran's Benefits:*** A student planning to receive Veteran's Educational benefits (benefit depends upon student attending a school for higher education) needs to contact the certifying official in the Registrar's Office in advance of your enrollment to request certification.

***Employer reimbursement:*** Many employers offer tuition reimbursement for student pursuing a degree. Each student should check with their employer to see if they qualify for this benefit.

***Paying for classes without assistance:*** For those students that choose to pay cash for classes, an active credit card must be kept on file, and the credit card will be charged prior to the start of each class.

## **WITHDRAWING FROM CLASSES**

### **Withdraw**

Withdrawal is a serious matter and has serious consequences. Students should understand that withdrawing from a course means that the student is being withdrawn from the program and from all future scheduled courses. The student is at a status of "withdrawn" until such time that the student re-schedules coursework and is in attendance in the new schedule, which may require re-entry or re-admission depending on the student's time out of the program. There can be several reasons why a student may withdraw from the program. When a student voluntarily withdraws or is involuntarily withdrawn, the student is no longer considered a student at William Penn University CWA. It is the student's responsibility to understand the consequences of a withdrawal.

**Voluntary (Official) Withdrawal:** A voluntary withdrawal is initiated by the student. The student must contact their academic advisor to complete withdraw paperwork, as well as make necessary arrangements with the accounting, financial aid and IS departments. Students may withdraw themselves permanently from the program, or for a shorter period as determined by the student. The student must initiate any reentry to William Penn College for Working Adults.

		5/ 6 week course	7 week course
Grade Charge (% of course cost)	After 1 <sup>st</sup> night	W	W
		10%	10%
	After 2 <sup>nd</sup> night	W	W
		25%	25%
	After 3 <sup>rd</sup> night*	W	W
		100%	100%
	After 4 <sup>th</sup> night*		
		100%	100%
	After 5 <sup>th</sup> night*		
		100%	100%

\* This policy does not supersede the attendance policy. If a student has exceeded the maximum allowable absences, the student will be involuntarily withdrawn.

**Students that choose to withdraw, or are withdrawn involuntarily after week 3 will receive an 'F' instead of the W. The final week to be withdrawn and receive a W will be week 3.**

**Involuntary (Unofficial) Withdrawal:** An involuntary withdrawal or an administrative withdrawal will be initiated by College for Working Adults administration for failing to meet academic standards, financial obligations, attendance and breaking the LOA return policy.

## ACADEMIC POLICIES

### Academic Honesty

CWA students are expected to hold academic honesty in the highest regard. For learning and scholarship to thrive, our academic communities will not tolerate acts of academic dishonesty such as cheating, misrepresentation or plagiarism. Academic dishonesty refers to copying the work of others, using unauthorized aids while taking an examination, misrepresenting other's work as your own, or helping others engage in cheating. This list is not exhaustive, and individual instructors may impose more specific definitions of what constitutes academic dishonesty. All students will have access to Turnitin.com where they can check their own work for plagiarism before they turn it in to the Faculty. An instructor who suspects that a Violation of Academic Integrity has occurred by any of the following criteria MUST communicate their concerns with the student.

If it is determined that a violation has occurred, it is the instructor's decision to provide the appropriate consequence, and those consequences could include one or all of the following:

- Resubmission of an equivalent, but not identical exam, paper, and/or project
- A grade of "F" on the exam, paper, and/or project
- Failure of the course.

Additionally, the instructor MUST provide a copy of the Academic Integrity form to the student through e-mail so that both the instructor and student can record the date of transmission and receipt. Students may appeal a Violation of Academic Integrity within 10 days of receipt of the form by sending documentation through an e-mail to the CWA Vice President.

The following terms and definitions refer to violations of Academic Integrity:

### ***Cheating***

Definition: It is not conforming to rules of honesty relative to academic expectations for assignment, and it includes the following:

- Copying or adapting work from another student
- Providing test information to others, or permitting others to copy test material
- Using any outside sources of information, unless permitted by the instructor.

### ***Plagiarism***

Definition: It is the use of someone else's words, ideas, or other work without proper documentation, and it includes the following:

- Copying any information (Internet included) without proper documentation
- Copying a page from a textbook for another student.
- Copying words, sentences, or passages from a text, such as a book, magazine, newspaper, pamphlet, or the paper of another without indicating the source of those words, sentences, or passages
- Using quotations without copying them exactly, failing to punctuate them correctly, or without giving credit for citations
- Paraphrasing or summarizing another writer's ideas, even if one does not quote the writer directly, without giving credit to the writer
- Failing to give adequate bibliographical information to the reader, who may need to refer to the source the writer has used in their paper
- Using graphs, charts, tables, or other printed or visual aids without giving credit to the source from which they were taken.

### ***Fabrication***

Definition: It is the intent to deceive members of the academic community through inventing information or creating the illusion of having acquired or mastered information. It includes the following:

- Listing references not used or citing information not taken from the source indicated
- Falsely claiming to have completed a clinical, internship, or field experience
- Inventing data, materials, or sources for academic assignments
- Taking a quiz or other examination for someone else or permitting someone else to be tested on one's behalf
- Submitting another person's work as if it were one's own (written, illustrated, tabulated, etc.).

## **Appeals**

### ***Appealing a Violation of Academic Integrity***

A student has the right to appeal a Violation of Academic Integrity whenever the form becomes part of the student's record.

1. Once a student receives a written Report of Violation, the student may submit an Appeal to Review the Academic Violation within **10 days** of being notified by the Faculty. The Appeal must be filed with the student services office.
2. The student services reviews the written appeal from the student and the violation from the instructor, sends the information to the academic violation committee which makes a decision and notifies the student and faculty in writing of the decision.  
Academic Integrity Dismissal
1. Upon evidence of two violations of Academic Integrity, the CWA Vice President will meet with the student and inform them that upon a third violation in their file, the student will be dismissed from William Penn University for a period of one year.
2. The Vice President of CWA will notify the student in writing of the warning.
3. Upon the third violation of Academic Integrity, the student will be administratively withdrawn.

### ***Appealing a Grade***

A student has the right to appeal a final course grade from an instructor by following the procedure described below:

1. A student who questions the final grade posted by an instructor must first contact the instructor through e-mail and attempt to achieve a mutually satisfactory resolution. The instructor will, at this time, review the academic performance of the student and reply to the student in writing. If the instructor does not respond within 7 days after the posting of grades, the student should contact the Academic Advisor immediately.
2. If a satisfactory resolution between the student and the Instructor cannot be achieved, then the student may submit a Grade Appeal **within 21 days** from the last night of class. It should be **e-mailed** to the Student Services. The form for the Appeal can be obtained from EAGLE under the Student Tab, Important Forms port let. Along with the form, the student should include written, supportive documentation.
3. Once Student Services receives the Grade Appeal Form, they must provide a copy of the student's written appeal to the Instructor within **7 days**. The Instructor has **7 days** to respond in writing to the Student Appeal; otherwise the appeal will go forward without Instructor input.
4. When Student Services receives the written response from the Instructor, he or she submits both it and the Student Appeal



documentation to the Grade Appeal Committee for review at its next meeting.

5. The grade appeal Committee reviews the Appeal from the student and the written response from the instructor. The FAC makes a recommendation to accept or deny the appeal by majority vote.
6. The Student services coordinator passes along the recommendation to the CWA.
7. Based on the FAC recommendation, the Vice President of CWA makes the final decision and student services notify the student and the Instructor in writing.

### **Attendance**

The courses in the programs in the College for Working Adults are accelerated in order to accommodate the working adult's lifestyle and time constraints. However, because the coursework is compressed into five- or six-week courses, and **due to strict federal financial aid guidelines that apply**, attendance is required for all sessions. There may be rare or emergency occasions in which an absence is unavoidable, but it is important to note that all absences, even legitimate emergencies, will be posted as "unexcused" absences. The following attendance guidelines have been established.

### **Face-to-Face Courses**

Courses do not include points for attendance, but instead Class Participation points are part of the course grade. **Participation points can only be made up in certain circumstances. Please see below.** Missing classes may have a detrimental impact on your final grade for the course.

- Students are required to send an e-mail to the instructor and their Academic Advisor if they are unable to attend class and the e-mail must include the date they will be absent from class and the date they expect to return to class. A telephone call is not sufficient.

- If a student misses two consecutive nights, the University's policy is to withdraw the student from the course and their cohort unless the student has notified the instructor and Academic Advisor in writing of the date of the anticipated absence from class and the date of expected return to class prior to the absence occurring.

### **Online Attendance**

Although the online environment is such that there is no specific meeting time, students are still expected to fully participate in the class in a substantial way. For the purposes of attendance, students must log in and participate academically at least one day to be considered present. Participating academically can include the following:

- Submission of an academic assignment
- Examination/interactive tutorial or computer assisted instruction
- Post to the study group forum
- Participation in online discussions about academic matters
- Initiation of contact with instructor to ask question about academics (through MOODLE)

### **Attendance Considerations**

Please note that there are several important points in the statement above:

- o Two consecutive nights includes the last night of one course and the first night of the following course.
- o The notification must be in writing with the date of return included. A telephone call is not sufficient.
- Any three absences in one course will result in the student being administratively withdrawn. If a student misses the first, third, and fifth workshops (three workshops that are not consecutive), the student will still be administratively withdrawn from his/her program of study, even though he/she did not miss two consecutive weeks.
- If a student is administratively withdrawn, he/she must follow the guidelines in the Student Handbook for being re-admitted to the University.

### **Individual Changes to Academic Programs**

Students should be aware that any changes to academic programming may result in adjustments to financial aid in both dollar amounts and dates of disbursements. Changes to the academic program are not encouraged and should only be done in extreme or emergency cases. Changes in schedule might result in changing cohorts and a delay in graduation. The first step is always contacting the Academic Advisor well in advance if possible. Changes to the program are only applicable if a student has been in the program within the past year. If not, see the Re-Entry section of the handbook above. Please note that students may have to fill out several forms in order to change their programs.

### **Extra Credit**

Course objectives and outcomes are specifically designed to lead students to mastery of program outcomes, whether they are delivered by ground or online classes. Therefore, CWA **does not support** extra credit in any of its classes. Students are expected to meet the course objectives and outcomes according to the expected deadlines.

### ***Changing a Grade***

In the event that an instructor has made an error in calculating a grade, the student should contact the instructor and request a review of how the grade was determined. If a grade change is warranted, then the instructor completes a Change of Grade Form. The change must be approved by the Division Chair of your Program.

### ***Incomplete Grades***

At the College for Working Adults incomplete (“I”) grades are strongly discouraged. When extenuating circumstances arise, a grade of “I” may be awarded. However, the Request for Incomplete form **MUST BE REQUESTED** by the student and completed before the end of the course. Faculties have the right to decline the request for an Incomplete Grade. **An Incomplete may only be given if the student has successfully completed 70% of the course workshops and maintained a passing grade.** {An Incomplete may not be granted if a student is failing the course.} The student must fill out the Request for Incomplete (from Eagle – Student tab, CWA Documents, Important Forms) and collaborate with the course instructor to complete the Plan and Schedule printed on the incomplete form. The instructor should then sign the form and submit (either paper or e-mail) to the Program Division Chair or Academic Advisor/site coordinator who will sign it and scan it to the Office of the Registrar. The Registrar’s Office will enter an Incomplete.

### ***Late Assignments***

Allowing students to submit late work is up to the discretion of the instructor. If the instructor should choose to accept late work, a penalty of 20% per day will be assessed. After five days, the assignment will receive a zero. Late posts will not be accepted for discussion posts.

## **PROGRAMS**

### ***Undergraduate Programs***

#### ***Associate of Arts in Leadership Studies***

This Associate Degree program is designed to teach students the fundamentals of problem solving, business theory, leadership, and ethics. Designed to provide an effective balance of theory and practical experiences, the program promotes a complimentary relationship between job skills and classroom applications. Skill development in the areas of decision making, business communications, and quantitative analysis is emphasized. This leadership program includes general education and elective requirements required to fulfill the 64 semester credits requirement for the AALS degree.

#### ***General Education Requirements***

All students graduating with an AALS degree from CWA must complete or transfer in the following core general education credits:

<b>Course</b>	<b>Course Title</b>	<b>Credit</b>
LDRS 1110	Strategies for Success	3
APSC 1101	Computer applications (must take or complete a competency)	3
ENGL1010	College Writing	3
ENGL1020	College Writing II	3
PHIL 1110	Critical Thinking and Problem Solving	3
LDRS 2010	Leaders and World Religions	3
MATH 1020	Business Math	3
MATH 1030	Business Algebra	3
COMM 2020	Speech	3
LDRS 2300	Innovators in the Humanities	3
ENGL 2210	American Literature	3
EASC 2110	Environmental Science	3
SOCI 2210	Conflict Resolution in the Workplace Leadership	3
LDRS 2220	Perspectives in World History Character-based Moral	3
LDRS 2400	Leadership	3
LDRS 2920	Quaker Philosophy and Capstone	3

Associates electives (offered only online) *All electives run on a carousel*

BUSI 2110	Business Fundamentals	3
PLSC 2510	Political Science	3
ECON 2510	Managing Personal Wealth	3
BUSI 2540	Workplace Behavior	3
SOCI 2510	Issues in Contemporary Society	3
HIST 2530	Diplomacy in the Modern World	3

### ***Bachelor of Arts***

The Bachelor Degree program is designed to enable students to lead and work in today's complex work environment. The programs include but are not limited to, courses in strategy, research, statistics, ethics, critical thinking, and leadership. Designed to provide an effective balance of theory and practical experiences, the programs promote a complementary relationship between job skills and classroom applications. Skill development in the areas of decision making, communication, and quantitative analysis is emphasized. Students without an AA degree with transfer credit may be required to fulfill general education requirements.

### ***Business Core***

<b>Course</b>	<b>Course Title</b>	<b>Credit</b>
LDRS 3800	Leading in a Changing World	3
BUSI 3480	Business Writing for Results	3
ECON 3130	Microeconomics	3
ECON 3140	Macroeconomics	3
MGMT 3210	Leading and Transforming the Organization,	3
LDRS 4875	Business Ethics and Quaker Values	3
BUSI 2010	Principles of Accounting I	3
BUSI 2020	Principles of Accounting II	3
MGMT 3010	Developing Management Skills	3
BUSI 3110	Statistical Decision Making	3
MGMT 4990	Business Strategy and Capstone	3

### ***Business Management Major***

#### ***After Completing the Business Core (See Business Core Courses)***

BUSI 3380	Financial Management	3
BUSI 4420	Business Law	3
MGMT 3320	Operations Management	3
MKTG 3440	Marketing and E-Commerce	3
HRMC 3360	Human Resource Management	3

### ***Human Resources Major (offered online only)***

***All human resources classes run on a carousel***

#### ***After Completing the Business Core (See Business Core Courses)***

BUSI 3380	Financial Management	3
HRMC 4540	Strategic Management	3
HRMC 4550	Workforce Planning and Employment	3

HRMC 4590	Human Resource Development	3
HRMC 4570	Total Rewards	3
HRMC 4520	International Business	3
HRMC 4560	Employee and Labor Relations	3

### ***Business Management Electives (offered online only)***

*All electives run on a carousel*

MGMT 3330	Project Management	3
MGMT 4510	Principles of Continuous Improvement	3
MGMT 4520	International Business	3
MGMT 4530	Management of Information Systems	3
MGMT 4540	Entrepreneurship: Starting a	3

### ***Criminal Justice***

The Bachelor of Arts in Criminal Justice (CJ) seeks to capitalize on adult learner life experience to create mental models that transfers learning to their lives outside the classroom. The BACJ seeks to provide skill sets, strategies and insights to give graduates a competitive advantage in the justice systems through:

<b>Course</b>	<b>Course Title</b>	<b>Credit</b>
CJLP 3005	Introduction to the Criminal Justice System	3
CJLP 199X	Writing for the criminal justice major	3
SOCI 335X	Social Research Methods	3
LDRS 3060	Statistical Methods	3
SOCI 328X	Criminology Theory and Practice	3
PSCY 260X	Social Psychology	3
CJLP 3020	Juvenile Justice Systems	3
CJLP 3050	Evidence Collection and Interviewing	3
CJLP 3045	Criminal Law and Society	3
CJLP 3065	Law Enforcement Processes and Practices	3
CJLP 3035	Terrorism and Homeland Security	3
CJLP 499X	White Collar Crime	3
CJLP 3070	Corrections System	3
CJLP 3025	Crime and Substance Abuse	3
CJLP 299X	Family and Domestic Violence	3
PSYC 348X	Crisis Intervention	3
CJLP 399X	Culture and Diversity	3
LDRS 3010	Professionalism and Ethics in CJ Leadership	3
LDRS 3075	Contemporary CJ Leadership	3
LDRS 3085	Criminology Leadership Capstone	3

### **Criminal Justice Electives**

CJLP 3040	Crime and Social Issues	3
LDRS 3030	Victimology and Victim Advocacy	3

### ***Nursing***

**For a complete list of nursing classes and admission requirements, please see the CASPS portion of the catalog.**

## ***Graduate Programs***

### ***Paul McCracken Master of Business Leadership***

The William Penn University College for Working Adults' ***Paul McCracken*** Master of Business Leadership program has been designed to develop leadership skills and attributes required by participants to excel at both the personal and professional level. Emphasis is placed on business leadership skills that are critical for leading a variety of business organizations at any level.

The program focuses on developing skills that have been recognized as absent in many graduate business programs. A useful graduate business leadership degree should go beyond spreadsheets and daily management techniques. It should focus on the development of skills and knowledge required to work with people, provide a framework and strategies for managing organizational systems and performance, and enhance the ability to communicate and disseminate information in an effective manner throughout the business organization.

Working with experienced adult educators in the College of Working Adults, the William Penn University Master of Business Leadership program is designed to build practical and useful leadership skills. The program emphasizes the development of leadership skill sets that will serve the participant throughout their personal life and career. Exposure to a wide variety of real-world issues and situations makes learning interesting and helps to develop strategies for solving problems and leading people effectively.

The program uses the following straightforward educational design: Present the basic challenges of leadership in a series of courses that provide understanding and conceptual solutions to each of these challenges; use experienced faculty mentors and contemporary real-world problem sets to assist the student in acquiring the knowledge and practical experiences required to apply these real-world solutions to leadership challenges; provide constant mentoring and feedback to the student to develop and improve essential individual and team leadership skills; and place emphasis on teamwork, business ethics, and servant leadership throughout the curriculum.

### ***Master of Business Leadership***

<b>Course</b>	<b>Course Title</b>	<b>Credit</b>
MBL 504	Effective Business Teams	3
MBL 508	Principles and Practice of Business Leadership	3
MBL 528	Business Leadership Research Methods and Project Management	3
MBL 512	Character-Based Servant Leadership	3
MBL 524	Financial Management for Business Leaders	3
MBL 520	Ethical and Moral Business Leadership	3
MBL 516	Effective Business Leadership Communication	3
MBL 532	Systems, Performance and Organizational Effectiveness	3
MBL 536	Human Capital Development and Succession Planning	3
MBL 540	Leadership and Community	3
MBL 544	Leading in a Global Business Environment	3
MBL 548	Business Leadership Capstone	3
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## COURSE DESCRIPTIONS

### ASSOCIATE OF ARTS

#### **LDRS 1110 Strategies for Success**

(3 credits, 5 weeks) Equips students for the CWA experience by clarifying expectations regarding managing time, communicating with the instructor, developing strong study habits, ordering textbooks, and using EAGLE. CWA policies and procedures are covered with emphasis on attendance, plagiarism, grades, Leaves of Absence and other financial aid concerns. Students review team processes as a foundation for classroom learning. The goal is to empower students to succeed at William Penn University.

#### **APCS 1101 Computer Applications**

(3 Credits, 5 Weeks) Provides students with fundamental computer concepts, terminology, and skills applicable in today's workplace. Includes discussion of computer usage, ethical practices, and use of computer technology in various fields. Laboratory applications include Microsoft Office Suite, use of electronic e-mail, wireless Internet access, and Internet search tools. Students will complete a final team project integrating skills and concepts learned in the course.

#### **ENGL 1010 Mastering College Writing I**

(3 credits, 5 weeks) A review and practice of fundamental composition skills to improve writing in the academic and workplace environment. Course includes skills in planning, drafting and revising, as well as a review of basic grammar and punctuation, and various patterns of expository writing.

#### **ENGL 1020 Mastering College Writing II**

(4 credits, 6 weeks) Focuses on the process of planning, writing and revising to develop research writing skills. Emphasizes persuasive, argument and reasoning; structural and organizational strategies like content mapping and outlining; developing effective introductions; thesis statements that communicate specific audience, purpose and main points; conclusions that echo the introduction and repeat main points. Additional organizational techniques and extensive practice in Internet and scholarly research are provided, as well as strategies of avoiding plagiarism and building support for a position.

#### **PHIL 1110 Critical Thinking and Problem Solving**

(3 credits, 5 weeks) Examines the three dimensions of critical thinking: analysis, evaluation and creativity. Teaches reasoning through raising vital questions and formulating problems clearly; gathering and assessing relevant information, and interpreting information using abstract ideas. Students explore the testing of well reasoned conclusions and solutions against standards, objections, consequences and effective communication to resolve complex problems.

#### **LDRS 2010 Leaders in World Religion**

(3 credits, 5 weeks) Explores the beliefs, practices, paths to fulfillment and views of morality and reality for a number of the world's major religions and indigenous ways. Emphasis is on historical and contemporary leaders, the changing social and political nature of religion, spread of religious pluralism, violence in the name of religion, and movement toward interfaith dialogue.

#### **MATH 1020 Business Math**

(3 credits, 5 weeks) Emphasizes basic math skills as they apply to business. Students will calculate percentages and ratios, as well as formulate and solve operational business problems using mathematical tools, methods and supporting technology.

#### **MATH 1030 Business Algebra**

(3 credits, 5 weeks) Emphasizes algebraic operations and formulas as they apply to business. Students will work with variables and formulas, as well as formulate and solve linear and quadratic equations. Additionally, they will formulate, solve, and interpret word problems and construct tables, graphs and charts using algebraic equations and inequalities with calculators and Excel software.

#### **COMM 2020 Speech**

(3 credits, 5 weeks) Focuses on analyzing speeches to identify characteristics of effective speeches, as well as planning, organizing and delivering self-introduction, ceremonial, descriptive, informative and persuasive speeches. Emphasis is on planning as well as developing organizational designs, supportive techniques, voice and language, and persuasive or argumentative reasoning and accompanying effective visuals.

#### **LDRS 2300 Innovators in the Humanities**

(3 credits, 5 weeks) Focuses on the arts, the artists and the impact of their creative contributions on society. Emphasis is placed on artistic leaders and their achievements for major civilizations in the context of their history and culture. This course is designed to equip students with the knowledge and understanding to appreciate contributions of artists from a global perspective.

**ENGL 2210 American Literature**

(3 credits, 5 weeks) Introduces students to the study of American literature as a framework of the cultural and social history of America. Emphasis is placed on contemporary American authors and their impact on society and culture.

**EASC 2110 Environmental Science**

(3 credits, 5 weeks) Examines the interrelationships among the ecosystems, geological systems, and social systems. Emphasis will be placed on contemporary, accurate, and non-biased research of local and global environmental issues such as climate change and renewable energy.

**SOCI 2210 Conflict Resolution in the Workplace**

(3 credits, 5 weeks) Focuses on the nature and channels of conflict as well as building the interpersonal skills and communication competencies to resolve conflict using collaboration, listening, supportive communication, problem analysis, integrative negotiation and mediating techniques. Emphasis is on applying conflict resolution to teams and using knowledge of differences as a reference point for problem analysis.

**LDRS 2220 Leadership Perspectives in World History**

(3 credits, 5 weeks) This interdisciplinary course offers an examination of world history in terms of political, social, economic, and religious/philosophical developments from the beginning of stationary settlements to the present. Experiences and leaders from the past relate to current global problems that form the context for world leaders today.

**LDRS 2400 Character-Based Moral Leadership**

(3 credits, 5 weeks) Examines the unique ethical challenges faced by leaders with an emphasis on building ethical competency, character and integrity through self-assessment, challenge, and feedback. Focuses on the inner dimension of leadership and describes ethical perspectives and problem solving strategies applied to making moral choices using case studies.

**LDRS 2920 Quaker Philosophy and Capstone**

(3 credits, 5 weeks) Introduces the beliefs, heritage, and ethical values of the Society of Friends, which is the foundation of William Penn University. Students discover and integrate their own beliefs, heritage and values with leadership themes from the AA program in a creative portfolio project, drawing from readings, discussion and research assignments. The final project is a personal web site or multimedia presentation highlighting their accomplishments, values, team skills, leadership strengths, goals, and personal insights gained from the William Penn experience.

## ASSOCIATE OF ARTS ELECTIVES

**BUSI 2110 Business Fundamentals**

(3 credits, 5 weeks) Introduces business fundamentals, including ethics and social responsibility, the global market place, business systems and various business structures. It also covers customer service and management functions such as marketing, pricing, distribution, communication, and production.

**PLSC 2510 Political Science**

(3 credits, 5 weeks) Emphasizes the basic principles of political science to understand government policymaking decisions that form parameters for our lives, and that vary from country to country. Political systems, economic systems, and socialized values, combined with perceptions of others and issues, form the basis of relationships in our globalized world. Students will learn different government policymaking structures around the world that can influence policy as well as leadership.

**ECON 2510 Managing Personal Wealth**

(3 credits, 5 weeks) Provides foundations in financial planning to help students make informed choices regarding tax decisions, cash and credit management, major acquisitions, insurance, personal investments, and retirement.

**BUSI 2540 Workplace Behavior**

(3 credits, 5 weeks) Emphasizes the complex relationships among individuals, groups, organizations and society in order to help people be more productive and satisfied in organizational settings. The primary values characterizing this field include (1) an emphasis on establishing cause-and-effect relationships, (2) a commitment to change, (3) a humanistic concern for people, (4) a concern for organizational effectiveness, and (5) a reliance on empirical research and the scientific method. Consideration is given to the interaction of individual values, attitudes, needs, abilities, traits, and motivation within teams and organizations.

**SOCI 2510 Issues in Contemporary Society**

(3 credits, 5 weeks) The course challenges students to think critically and analyze research related to such topics as national and global inequalities based on racial, ethnic, gender, age or sexual orientation; the changing family; problems in the media; the environmental crisis, and war and terrorism.

**HIST 2530 Diplomacy in the Modern World**

(3 credits, 5 weeks) Examines the diplomatic and military history of the United States since World War II with emphasis on contemporary social, economic, and political global influences. Leaders and their influences will also be addressed.

## BACHELOR OF ARTS

**LDRS 3800 Leading in a Changing World**

(3 credits, 7 weeks) The course explores the seminal historical and contemporary leadership theory in order to position students for success in their academic and professional lives. Individual leadership styles, characteristics, roles, and responsibilities and how they play in management, team leadership, and interpersonal relationships. Students will learn and apply leadership techniques and practices that are effective in a changing workplace and a dynamic world. An orientation to the BBA is included as part of the course.

**BUSI 3480 Business Writing for Results**

(3 credits, 5 weeks) Emphasizes planning, writing and revising processes to build results-oriented messages that are effective, concise, ethical, and inter-culturally sensitive for today's global business environment. Topics include: crafting routine electronic messages, applying direct and indirect approaches to complex situations, effective meeting planning and documentation. Students learn about the Applied Business Capstone project and complete Section 2 of the Capstone Business Proposal in class.

**ECON 3130 Microeconomics**

Introduces microeconomic theory as it relates to managerial decision making. Features the study of supply and demand for the individual and the firm. Understanding of consumer behavior and markets are fundamental learning outcomes.

**ECON 3140 Macroeconomics**

(3 credits, 5 weeks) Introduces macroeconomic theory as it relates to managerial decision-making. Issues presented include GNP, CPI, unemployment and inflation. The effects of fiscal policy, monetary policy and international trade are also considered as influences in the modern global economy.

**MGMT 3210 Leading and Transforming the Organization**

(3 credits, 5 weeks) Introduces the discipline of organization development (OD) through exercises and case studies. Topics include organizational diagnosis, measuring and overcoming resistance to change, OD process interventions, employee empowerment, high performance systems and the learning organization, and goal setting. An overview of the capstone project is provided and students write a Memo of Understanding identifying a capstone topic in this course.

**LDRS 4875 Business Ethics and Quaker Values**

(3 credits, 5 weeks) Examines ethical challenges in business in view of the major ethical and religious theories of moral behavior. The core of this course, applied ethics, challenges students to examine their own moral standards. Quaker ethics and the Quaker traditions are included.

**BUSI 2010 Principles of Accounting I**

(3 credits, 5 weeks) Concepts and issues of financial accounting as a system of recording, classifying, summarizing, and interpreting business transactions for the purpose of preparing financial reports.

**BUSI 2020 Principles of Accounting II**

(3 credits, 5 weeks) A continuation of Principles of Accounting I with an emphasis on financial analysis and reporting to aid management in decision making.



**MGMT 3010 Developing Management Skills**

(3 credits, 5 weeks) Focuses on interpersonal, personal, and team facilitation skills identified by research as critical for successful management and leadership. Using case analysis, self-assessment, role play, and individual and team assignments, students learn to develop the emotional intelligence to lead and to diagnose and correct individual and team performance issues; solve problems analytically and creatively; manage stress, conflict and change; communicate support, change and vision; and conduct meetings and various interviews.

**BUSI 3110 Statistical Decision Making**

(3 credits, 5 weeks) Introduces students to common statistical concepts, techniques and methods used in quantifying evidence for effective business decisions using calculators and Excel software. These include designing and collecting data; describing data sets statistically; estimating and distributing probability; testing hypotheses; and completing regression analysis, statistical estimation, time series and analysis of variance. Students complete Sections 3 and 4 of the Applied Business Capstone Proposal in class.

**MGMT 4990 Business Strategy and Capstone**

(3 credits, 5 weeks) Focuses on concepts and models useful in the formulation, analysis, and implementation of business unit and corporate strategy. Topics include industry analysis, building and sustaining competitive advantage, core competencies, and competitor analysis, assessing business opportunities and threats, corporate diversification, and managing strategic change. Students also complete the analysis and interpretation of the data for the Applied Business Capstone and complete sections 5, 6 and 1 of the Capstone Proposal. A final presentation summarizing the Capstone Proposal is also included.

## BUSINESS MANAGEMENT MAJOR COURSES

**BUSI 3380 Financial Management**

(3 credits, 6 weeks) Provides an overview of the basic concepts and principles of financial management and insight into the decision making process of financial managers. Topics include the time value of money, the tradeoff between risk and return, capital budgeting, capital structure, working capital management, and the role of financial markets.

**BUSI 4420 Business Law**

(3 credits, 5 weeks) Gives an overview of the commercial law system in the United States with special attention to the impact of laws on business decision makers. Students focus on the law as it relates to contracts, sales, the uniform commercial code, personnel, and other contemporary legal issues.

**MGMT 3320 Operations Management**

(3 credits, 5 weeks) Examines the concepts for designing, planning and improving internal processes for production and service organizations. Students will apply principles in enterprise resource planning, facility layout, forecasting, queuing models, inventory management, lean manufacturing, and total quality management using case studies and exercises in order to make better informed decisions.

**MKTG 3440 Marketing and E-Commerce**

(3 credits, 5 weeks) Provides an overview of consumer behavior, marketing research, pricing, distribution, promotion, and product strategies for traditional and e-commerce environments. Other topics include public policy, business models, website design and the roles of ethics and corporate social responsibility.

**HRMC 3360 Human Resource Management**

Provides an overview of best practices and fundamentals of human resource management and its role in today's organizations. Emphasis is placed on understanding and implementing best practices for organizational effectiveness. This course also reviews current human resource management techniques. Leadership, strategic planning, benchmarking, dealing with difficult people and conflict resolution are discussed. Students are also provided information about human resource management innovators and management philosophies.

## HR MANAGEMENT MAJOR

**BUSI 3380 Financial Management**

(3 credits, 6 weeks) Provides an overview of the basic concepts and principles of financial management and insight into the decision making process of financial managers. Topics include the time value of money, the tradeoff between risk and return, capital budgeting, capital structure, working capital management, and the role of financial markets.

**HRMC 4540 Strategic Management**

(3 credits, 5 weeks) This course examines the functions and activities of human resource management in organizational structures. Students are exposed to processes used to develop policies and practices as well as strategies for implementation. The topics of leadership, short and long range strategic planning, evaluation, benchmarking, change management, dealing with difficult people and conflict resolution are discussed. Students are also provided information about human resource management innovators and management philosophies.

**HRMC 4550 Workforce Planning and Employment**

(3 credits, 5 weeks) The key components and processes of forecasting staffing needs, internal and external recruiting, hiring, orientation, and exit interviews are examined. Students are also exposed to labor laws and other governmental regulations related to employment.

**HRMC 4590 Human Resource Development**

(3 credits, 5 weeks) This course provides practical methods and tools for evaluating current and future organizational training needs. Methods for needs analysis, planning, development, and delivery and evaluation of training methods are examined. Strategies for building and maintaining a business environment supportive of ongoing learning and skill development are discussed, and the unique needs of particular employee groups are also addressed.

**HRMC 4570 Total Rewards**

(3 credits, 5 weeks) The methods and processes of analyzing, developing, implementing and administering pay structures and compensation and benefit packages are examined. The course explores performance based pay, incentives, and related regulatory requirements. It also provides students with insights into creating balance in the relationship between attractive compensation packages and overall organizational needs and goals.

**MGMT 4520 International Business**

(3 credits, 5 weeks) Study of business in a global economy with the major complexities involved including the effects of different social systems, governmental influences on trade, financial exchange rates, and corporate relationships and policies, especially focusing on cultural differences and labor relationship expectations.

**HRMC 4560 Employee and Labor Relations**

(3 credits, 5 weeks) This course provides an overview of balancing the needs of an organization with its working conditions and the legal rights of its employees. It also explores methods of dealing with collective bargaining and union relations, and it examines procedures for responding to grievances, complaints of discrimination, and wrongful discharge.

## BACHELOR OF ART ELECTIVES

**MGMT 3330 Project Management**

(3 credits, 5 weeks) Introduces the foundations of managing projects in today's business environment. Topics include the five essential project management processes: project requirements, resource allocation and scheduling, risk management, change control and project execution.

**MGMT 4510 Principles of Continuous Improvement**

(3 credits, 5 weeks) Provides an overview of the tools, techniques, and technologies that enable process-centric performance improvements such as business process re-engineering, benchmarking, activity-based costing/management, process architecting, Lean Six Sigma, and other quality improvement programs. Attention is focused on the enterprise-level leadership challenges of process management, including initiation, collaboration, design implementation, portfolio project management of process-centric improvements.

**MGMT 4520 International Business**

(3 credits, 5 weeks) Introduces the economic, political, and legal environment of international business and how firms must adapt their strategies and operations as they internationalize. Emphasis is on financial, production, and marketing challenges.

**MGMT 4530 Management of Information Systems**

(3 credits, 5 weeks) Examines current issues and approaches to the management of technology. Using case studies, assigned readings and class discussions, students examine the complexity of issues involved in the management of technology including the nature of competition, the interaction of new technologies with exiting technologies, the evolution of markets and the processes through which organizations generate and absorb technological innovations.

**MGMT 4540 Entrepreneurship: Starting a Business**

(3 credits, 5 weeks) Prepares entrepreneurs to state their business passion in practical terms with methods for analyzing their market and competition, setting achievable goals, and focusing on a strategic business plan. Topics include feasibility, industry, and market analysis as well as marketing and operations plans, management team structure, financial projections and exit strategy.

## CRIMINAL JUSTICE

**CJLP 3005 Introduction to the Criminal Justice System**

(3 credits, 5 weeks) Provides an introduction to the criminal justice system. Focuses on the interrelationships among law enforcement agencies, prosecution, courts, correctional processes and institutions, probation, parole, juvenile justice, and other officials and their agencies. Topics include concepts of law and crime, the criminal justice process, overview of criminal justice agencies, current criminal justice issues, and interactions and conflicts between criminal justice agencies. Overview of Capstone project is provided.

**CJLP199X Writing for the criminal justice major**

(3 credits, 5 weeks) This writing course will focus on writing with an emphasis on academic research and writing in a social science context. Students will learn about scholarly sources, how to avoid plagiarism, correct citations, thesis statements.

**SOCI 335X Social Research Methods**

(3 credits, 5 weeks) Presents the detailed logic underlying research design, data collection, and data analysis in sociological studies. The course addresses both quantitative (e.g. survey) and qualitative (e.g., participant observation) dimensions of research, and special emphasis is placed on research ethics.

**LDRS3060 Statistical Methods**

(3 credits, 5 weeks) Exposes students to the statistical principles and procedures for describing data, sampling and estimation, hypothesis testing, correlation, and regression. Students will interpret basic forms of statistical analysis used in criminal justice research and settings. These applications will be applied to the design of the project for the final Criminology Capstone.

**SOCI328X Criminology Theory and Practice**

(3 credits, 5 weeks) An analysis of the patterns and causes of criminality and operational practice of the law enforcement and criminal justice system. Crime as a form of social deviance is examined in relation to the cultural and social control systems of society.

**PSCY260X Social Psychology**

(3 credits, 5 weeks) Topics include small group process, organizational behavior, affliction, aggression, altruism, attitude change, interpersonal attractions, and prejudice.

**CJLP3020 Juvenile Justice Systems**

Introduces the student to the organizations, processes, and participants that comprise the Juvenile Justice System. The course emphasizes the history of the juvenile justice system, the agency interactions and interrelationships, the concepts of prevention and diversion, the development of juvenile gangs, the roles of criminal justice professionals, and the future of the Juvenile Justice System.

**CJLP3050 Evidence Collection and Interviewing**

(3 credits, 5 weeks) Introduces detailed information about evidence collection, interviewing and interrogation techniques, and court procedures. The course will include analysis of the rules of evidence and their effect on law enforcement, criminal prosecution, and the correctional processes. This course will also examine the law governing interviews and interrogations as well as certain aspects of admissibility of confessions as evidence in criminal cases.

**CJLP3045 Criminal Law and Society**

(3 credits, 5 weeks) Traces the philosophy and historical development of law and legal institutions. Surveys theories and concepts of criminal law pertaining to the justice system. The course will also focus on how prosecutors, police officers, and defense attorneys prepare their cases. Assesses the use of criminal law and the legal system for the development of public policy.

**CJLP3065 Law Enforcement Processes and Practices**

(3 credits, 5 weeks) Examines policing in the U.S. with emphases on historical development, probation/parole officiating, the emergence of private investigations and security firms, and organizational concepts of police departments. Examines the relationship(s) between law enforcement and community. Additional topics include recruitment processes, diversity, culture, and laws governing policing.

**CJLP3035 Terrorism and Homeland Security**

(3 credits, 5 weeks) Examines the origins and history of terrorism providing the student with an understanding of terrorism and its modern-day implications. To achieve these objectives, the class will work toward 1) acquiring an understanding of new terrorist threats, vanguard terrorist movements, and transnational, non-state actors who operate globally, 2) understanding how contemporary terrorist groups are organized and financed, and what countermeasures may be taken to prevent their operational capability, 3) examining the historical evolution of terrorist tools and targets, 4) analyzing new forms of terrorist networks, and 5) identifying effective strategies in the global war on terrorism and crucial mass emergency response protocols.

**CJLP499X White Collar Crime**

(3 credits, 5 weeks) This course focuses on crime linked to deviance in corporations, professional organizations, and organized criminal behavior. This course will also clarify the different victims affected by white collar crime, and how scams and fraud has changed historically with the use of technology and corporate policy.

**CJLP3070 Corrections System**

(3 credits, 5 weeks) Introduces the field of corrections and a survey of the philosophies and practices relevant to processing the convicted offender through the several methods developed to change the offender from a law-violating person to a law-conforming person. The course addresses correctional institutions in the United States as they exist today in terms of their development, objectives, and standards; includes jails, detention homes, reformatories, furlough-detention camps, and open and closed institutions. Also included are the variety of alternatives to incarceration which collectively are known as community-based corrections, including diversion, pretrial release, fines, home confinement, restitution, community service, half-way houses, probation, and parole.

**CJLP3025 Crime and Substance Abuse**

(3 credits, 5 weeks) Focuses on the issues of drugs, crime and the American criminal justice system with respect to their interactions and influences with each other. This class will address these subjects through multiple perspectives. To achieve these objectives, the class will consider 1) the historical evolution of drug use and control in the U.S., 2) the classification and effects of specific drugs, 3) the relationship between drug use and criminal activity, 4) criminal justice system responses to issues of drug use, abuse and dependency among offenders and 5) the impact and implications of drug-related crime policies.

**CJLP299X Family and Domestic Violence**

(3 credits, 5 weeks) This course examines violence within the family, including the cycle of domestic violence, child abuse, sexual abuse, and other familial related violent crimes. This course will also explore how these crimes affect society including police, and the legal system.

**PSYC348X Crisis Intervention**

(3 credits, 5 weeks) A skills-related counseling course to understand the bases of and practical technique for crisis intervention and group facilitation.

**CJLP399X Culture and Diversity**

(3 credits, 5 weeks) This course will explore the various ways culture and diversity can be affected or affect the perceptions of others. This course addresses the various issues with cultures, and encourages study of other cultures as a greater understanding.

**LDRS3010 Professionalism and Ethics in CJ Leadership**

(3 credits, 5 weeks) Examines ethical challenges in criminal justice in view of the major ethical and religious theories of moral behavior. The core of this course, applied ethics, challenges students to examine their own moral standards. Quaker ethics and the Quaker traditions are included.

**LDRS3075 Contemporary CJ Leadership**

(3 credits, 5 weeks) Investigates principles and theories of effective leadership. The concepts of leadership are analyzed by examining the work of leaders throughout history. Students learn self-evaluation techniques to assess their potential strengths and weaknesses as administrative leaders in criminal justice and in their communities.

**LDRS3085 Criminology Leadership Capstone**

(3 credits, 5 weeks) Requires students to complete a 20-25 page Capstone paper and oral presentation explaining the relationship between some aspect of criminal behavior and criminal theory using a literature review of scholarly sources. Classroom discussion will focus on preparing the Capstone paper and presentation, dealing with people who don't respect the law, the meaning of being "called" to leadership in this field, and managing stress in the profession.

## CRIMINAL JUSTICE ELECTIVES

### **CJLP3040 Crime and Social Issues**

(3 credits, 5 weeks) Examines the field of computer forensics and its application in the justice field. Knowledge and practical experience will be gained by analyzing several case studies as well as practicing and applying intermediate and advanced computer concepts, terminology, and skills applicable in today's workplace. Special computer skills and tools will be introduced. Students will discuss critical issues in computer usage, focusing primarily on legal concerns and ethical conduct. Students will utilize Windows applications to complete assignments.

### **LDRS3030 Victimology and Victim Advocacy**

(3 credits, 5 weeks) Provides an extensive overview of the principles and concepts of victimology, an analysis of victimization patterns and trends, and theoretical reasoning and responses to criminal victimization. In addition, this course explores the role of victimology in the criminal justice system, examining the consequences of victimization and the various remedies now available for victims. This course also deals with analysis of contemporary programs, reforms, and trends in the criminal justice system's response to victims. At this point, students will begin to define a topic for their final project in the Criminology Capstone course.

Master Business Leadership

### **MBL 504 Effective Business Teams**

(3 credits, 6 weeks) The course explores the problems, possibilities, diagnostic techniques, and management strategies associated with the effective development and management of teams in the business environment. The theory teams learn faster, execute better, implement change more readily, and deliver quality products and services more quickly and effectively are emphasized throughout the course. Models for transforming business organizations into team-based cultures are explored. Orientation to graduate studies is also included at the beginning of this course.

### **MBL 508 Principles and Practice of Business Leadership**

(3 credits, 6 weeks) This integrative course focuses on research and models of business leadership relevant to the identification and achievement of goals in diverse business settings. The course explores the historical development of leadership theory and examines multiple leadership models including associated strengths, weaknesses, and cross-cultural implications of each to develop a broad understanding of leadership in an ethical context.

### **MBL 528 Business Leadership Research Methods and Project Management**

(3 credits, 6 weeks) This is the first of two courses that emphasize the practical applications of concept, theories and practices in a real business environment in a capstone project. The course provides a framework for business research, project design and project management. Organizational and project development provide the backdrop for the application of qualitative and quantitative research, organizational based research, business project design and project management.

### **MBL 512 Character-Based Servant Leadership**

(3 credits, 6 weeks) Participants in this course explore the ways in which leaders are able to develop and integrate competence and character in the context of servant leadership. The course is organized around the seven classic virtues: courage, faith, justice, prudence, temperance, love, and hope identified by Aristotle and embraced as Quaker values. Students examine and learn to apply each of these virtues to common leadership issues that occur at the global, corporate, and individual business levels.

### **MBL 520 Ethical and Moral Business Leadership**

(3 credits, 6 weeks) This course explores leadership and ethics in business through the inquiry into the philosophical basis of interpersonal relations and values in business contexts. The application of ethical, regulatory, and legal systems to the responsibilities of people in business organizations toward society and individual employees is explored. Emphasis is placed on the ability of business leaders to recognize and address ethical issues using a grounded decision making process.

### **MBL 524 Financial Management for Business Leaders**

(3 credits, 6 weeks) This business course focuses on understanding financial concepts for the purpose of achieving operational organizational goals. Students will explore and apply the concepts associated with the cost of capital, working capital management, and cash flow in relationship to analysis, strategic decision making, and goal achievement.

### **MBL 516 Effective Business Leadership Communication**

(3 credits, 6 weeks) The primary goal of this course is to provide students with the tools and skills necessary for effective professional leadership communication in today's business environment. This course is based on the concept that communication is a central leadership skill required in the global workplace of the twenty-first century. Participants in the course explore contemporary concepts of the meaning and functions of communication in business as well as in large private or nonprofit associations, community groups and governments.

**MBL 532 Systems, Performance and Organizational Effectiveness**

(3 credits, 6 weeks) This course focuses on the use of systems thinking and performance management to solve difficult problems and improve the effectiveness of business organizations. Students learn the difference between a traditional approach and a systems approach to analyzing complex problems. Concepts and methods involved in measuring individual and organizational performance are explored.

**MBL 536 Human Capital Development and Succession Planning**

(3 credits, 6 weeks) Participants in the course will explore methods for evaluating, recruiting, developing, and deploying employees to fill key roles in order to effectively produce desired results and drive the business organization toward its goals. Students will explore strategies for developing key human resources and leverage human capital to transform business organizations and achieve integrated externally focused results.

**MBL 540 Leadership and Community**

(3 credits, 6 weeks) This course provides participants with firsthand knowledge and experience in understanding the process of creating and transforming community through collaboration, empowerment, and dialog. Students learn the principles of individual and group development, collaboration and dialogue, and process oriented leadership through work in the community setting.

**MBL 544 Leading in a Global Business Environment**

(3 credits, 6 weeks) Course participants explore the political, cultural, economic, and technological forces at work in human societies to become knowledgeable regarding global business problems and potential solutions to those problems. Students review research findings and learn strategies for leadership and effective responses to issues of democracy, justice, peace, and human rights.

**MBL 548 Business Leadership Capstone**

(3 credits, 6 weeks) The second of two courses that emphasizes the practical applications of concept, theories and practices in a real business environment. Students implement their project plan and then compile and report the results of their research and project experience. Culmination of this course is an extensive written project report presented for review by a panel of readers and a presentation at a symposium before invited faculty, administration, students, local business leaders, and community leaders.

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