William Jewell College
2009 - 2011 Catalog
Mission Statement
William Jewell College promises students an outstanding liberal arts education that cultivates leadership, service, and spiritual growth within a community inspired by Christian ideals and committed to open, rigorous intellectual pursuits.

Accreditation
William Jewell College is accredited by The Higher Learning Commission and is a member of the North Central Association. The following departments are also accredited: Education by the Missouri Department of Elementary and Secondary Education; Music by the National Association of Schools of Music; Nursing by the Missouri State Board of Nursing and the Commission on Collegiate Nursing Education.

Equal Opportunity
William Jewell College pursues a nondiscriminatory policy with regard to employment and educational programs, and endeavors to comply with Title IX of the Education Amendments of 1972 which prohibits discrimination on the basis of sex, and with other legislation applicable to private, four-year undergraduate colleges. The College is committed to providing equal employment opportunity for all persons regardless of race, color, gender, sexual orientation, national origin, disability, age, religion, or veteran status. Equal opportunity extends to all aspects of the employment relationship, including hiring, promotion, terminations, compensation benefits and other terms and conditions of employment.

The College complies with federal, state and local equal opportunity laws and strives to keep the workplace free from forms of illegal discrimination and harassment.

Inquiries with regard to compliance with Title IX should be directed to the Office of Human Resources, or to the Director of the Office for Civil Rights, Department of Health, Education and Welfare, Washington, D.C. The College also has a Professional Conduct and No Harassment Policy that is set forth in the WJC Employee Handbook.
FERPA

William Jewell College complies with the Family Educational Rights and Privacy Act of 1974 as amended (FERPA), which is the federal law that requires colleges and universities to maintain the privacy of students’ educational records. FERPA guarantees students the right of access to educational records, the right to challenge information contained in their records, the right to consent prior to the release of a record to a third party, and the right to be notified of their privacy rights. According to FERPA, students must provide written consent before confidential information is disclosed to anyone, including parents and/or legal guardians. Confidential information consists of any academic information (grades, transcripts, etc.), current class schedules, disciplinary records, etc. During the disciplinary process, we may require a student to contact his/her parent(s) and/or legal guardian(s), coaches, and/or professors, depending upon the circumstances and student’s involvement. FERPA permits disclosure and verification of directory information, as defined in the WJC Student Handbook, unless the student has submitted a written request for this information to be kept confidential.

Catalog Accuracy and Changes

Every effort is made to ensure that this catalog is accurate and reflects the policies and curriculum of William Jewell College as of the date of its publication. However, curriculum, policies and personnel often change in the interval between editions of the catalog and may not be reflected in this document. For the most recent information about policies, programs and personnel, please refer to the College website.
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Admission

Admission to William Jewell College is selective and is based on the evaluation of secondary school grades, college admission test scores, co-curricular activities and attempted college coursework, as well as other indicators of ability and character. Applications are evaluated on a rolling basis; however, due to the limited number of spaces in the first-year class, students are encouraged to apply for admission early in their senior year of high school. Transfer applicants are also encouraged to apply for admission (see Transfer Student section for admission requirements) and are evaluated on a rolling basis as well.

William Jewell College requires first-year applicants to complete a minimum of 15 college prep academic units (as distributed below) in an accredited high school to be eligible for admission. The College further recommends at least an additional four academic electives, particularly one each in math and foreign language.

- 4 units of English – Two units must emphasize composition or writing skills; one unit may be in speech or debate.
- 3 units of mathematics – Algebra I and higher units must be used to meet this requirement.
- 3 units of science – General science is not included; one unit must be a laboratory science.
- 3 units of social studies
- 2 units of a foreign language
- 4 additional units selected from the areas above

Applications are encouraged from any student meeting these standards regardless of age, color, disability, gender, national origin, race, religion, sexual orientation, or veteran status.

Individual consideration is given to veterans and other mature applicants who may not meet all requirements. The College reserves the right to deny admission to any applicant whose academic history or personal qualifications are judged to be unsuitable for college work or living at William Jewell College.

Application Procedure for First-Year Admission

Candidates for admission are advised to submit the following:

1. A completed Application for Admission and Scholarship ($25 application fee must be received before processing begins; this fee is waived if application is submitted online at www.jewell.edu/apply/).

2. An official copy of the high school transcript and a transcript of credits from other post-secondary institutions

3. Official results from the SAT or ACT. These may be reported on the high school transcript or sent directly from the testing center. William Jewell’s SAT code is 6941; our ACT code is 2394.


5. A personal statement or graded essay (250 – 500 words)

6. An activities résumé

Students may submit an optional academic recommendation from a teacher or professor in support of the application. Nursing and Oxbridge Honors Program candidates should be aware that there are some unique additional application requirements for these programs, as set forth in the departmental handbooks.
Admission, Financial Aid and Student Accounts

Additional requirements for applying to the Oxbridge Honors Program:

1. The Oxbridge essay (should be substituted for the personal statement or graded essay)
2. Two academic letters of recommendation
3. An interview with the Oxbridge Selection Committee

Students applying to the direct entry nursing program must submit the Nursing Supplement form in addition to the Application for Admission and Scholarship.

Home-Schooled Applicants

William Jewell welcomes applications from home-schooled applicants. Home-schooled students who would like to apply for admission should fill out the Application for Admission in addition to providing the following items:

- A high school transcript provided by a diploma-granting organization or completion of the Transcript Form by the person primarily responsible for your educational experience.
- Classes taken at two- and four-year colleges are valued by the Admission Committee and should be included on the high school transcript or transcript template form. In addition, official transcripts are needed from any two- or four-year colleges where a student has received college credit.
- Official standardized test score reports (ACT and/or SAT). Home-schooled students do not need to take the GED.
- One academic recommendation to be completed by a teacher or professor who can attest to the applicant’s academic abilities, preferably from a non-family member.
- A separate page, addressing the following questions:
  1. Are you going to receive a state-recognized high school diploma?
  2. What formal curriculum do you use (if any)?
  3. Please include any additional comments or information which will increase our understanding of your home-schooling experience.

General Education Diploma

A high school equivalency diploma will be accepted in place of high school graduation if the applicant has scored at least 2750 with a minimum standard score of 550 on each subsection. An official score report must be submitted; photocopies and faxes will not be accepted.

Requirements for Transfer Admission

William Jewell College welcomes transfer students from accredited two- and four-year colleges. Students should be aware that degree requirements vary from institution to institution and examine the academic program requirements at William Jewell early in the college experience in order to arrange the most efficient course articulation.

The following guidelines and policies apply to Transfer Admission:

- Students must normally present a C+ average (2.5 on a 4.0 scale) to be considered for admission.
- Courses will be considered for credit as they apply to the curriculum offered at William Jewell College, provided the student presents course grades of C- or higher.
Admission, Financial Aid and Student Accounts

- Accepted credit hours over 64 from a two-year college (including any course work completed at a four-year college prior to attending the two-year college) will increase the number of hours required for graduation.
- A minimum of 30 semester hours must normally be completed in residence at William Jewell, including at least 12 hours in the major, to meet graduation requirements (see Graduation Requirements).
- Students with fewer than 24 college credit hours will normally complete William Jewell’s core curriculum in its entirety through William Jewell courses (exceptions may be made for some Level I courses), and must submit a final high school transcript and official copies of ACT or SAT scores.
- Transfer students must submit transcripts from all post-secondary institutions attended, whether or not credit was completed. To find guidelines on how credit will transfer to the College, consult www.jewell.edu/admission/.

Application Procedure for Transfer Admission
Candidates for transfer admission are advised to submit the following:

1. A completed Application for Admission and Scholarship ($25 application fee must be received before processing begins; this fee is waived if application is submitted online at www.jewell.edu/apply/)
2. Official copies of transcripts from each college previously attended, even if credit was not awarded
3. A copy of the high school transcript if transferring fewer than 24 hours of college credit
4. Official ACT or SAT scores if transferring fewer than 24 hours of college credit

Requirements for Re-admission
William Jewell students who have been away from the College for only one semester without enrolling in courses elsewhere must contact the Office of Admission.

Students who have been away more than one semester, or who enrolled elsewhere during their time away, are required to reapply for admission to the College. This may be accomplished by completing the Application for Admission and Scholarship online (www.jewell.edu/apply/) and supplying official transcripts for any academic work attempted or completed at other institutions. No application fee is required for students applying for re-admission, but students are strongly encouraged to file a FAFSA in order to qualify for any available financial aid.

Enrollment Deposit
Students who are admitted to the College are required to submit a $300 enrollment deposit to reserve a space in the incoming class. $200 of this deposit is applied to first-semester charges; $100 is held on account. The deposit is not refundable after May 1 of the senior year in high school.

First-year students are expected to submit this enrollment deposit by the National Reply Date of May 1st. Transfer and re-admitted students should make this deposit as soon after receiving an admission decision as possible (at least two weeks prior to enrollment).

Test Credit and Credit Earned During High School
Test Credit and Credit Earned During High School
The College imposes no limit on the amount of credit a student may earn by examination, although one year of full-time student status (minimum of 30 credit hours) is required for a degree from William Jewell College. Credit by examination is recorded on the student’s transcript without a letter grade and with the notation “Credit by Examination.”
Advanced Placement (AP) Credit
William Jewell College offers Advanced Placement (AP) credit in cooperation with the College Entrance Examination Board. Students may receive advanced placement (with or without credit) in specified disciplines, dependent upon the score received on the exam. AP score reports should be sent to the Office of Admission. A minimum exam score of 4 is required to be eligible for AP credit in most areas. A complete listing of tests and the scores required is available online.

College-Level Examination Program (CLEP) Credit
Credit may be granted through the College-Level Examination Program (CLEP). Official CLEP score reports must be sent to the Office of the Registrar for evaluation and determination of credit. The actual awarding of academic credit for CLEP tests is at the discretion of the individual departments and the Registrar. (Contact the Registrar for further information and details regarding CLEP credit.)

Credit by Examination
Credit may be granted through departmental examinations. The actual awarding of academic credit is at the discretion of the individual departments.

International Baccalaureate (IB) Credit
The College recognizes credits earned through the International Baccalaureate program for higher level examinations, to be allocated at the individual department's prerogative and the discretion of the Registrar. An equivalency chart is available online.

Dual Credit (High School / College)
Credit earned during high school, taken under the auspices of a recognized college or university, may be applied toward a William Jewell College degree. An official college or university transcript is required for evaluation and/or granting of credit. Courses with a grade lower than C- will not be accepted for credit toward graduation. Credit will not be granted on the basis of the high school transcript. The grade given in the class will not be reflected in the William Jewell grade point average.

Concurrent Enrollment / Summer Credit
Students who satisfy admission requirements after their junior year in high school may be granted early admission to the College to take one course per semester concurrently. Students must submit an Application for Admission and Scholarship, an official high school transcript, official copies of ACT or SAT scores, and a letter of support from the high school counselor or principal.

High school students demonstrating exceptional academic ability may take up to eight credit hours during the summer session following their junior year and/or senior year. However, participation in the summer credit program does not guarantee admission to the College as a full-time student.

International Students
William Jewell College is authorized under federal law to enroll non-immigrant students. All admission policies and requirements for domestic students apply to international students, except the following: Admission of international students is based on past academic performance; however, for non-native English speakers, a score of 80 on the Internet-based TOEFL or of 550 on the paper version, or the equivalent is necessary to begin full-time academic work. International students are eligible to be considered for academic scholarships; an official SAT or ACT must be submitted for scholarship consideration.

Once an international (non-U.S. citizen) student has been admitted by the Office of Admission and decides to attend William Jewell College, the International Student Advisor begins the U.S.C.I.S. (U.S. immigration) paperwork process for the student and will match the student with a local host family if one is requested. The College will provide support and direction to international students throughout their tenure at William Jewell, ensuring compliance with state and federal regulations and helping with adjustments to living in the United States.
Admission, Financial Aid and Student Accounts

The International Student Advisor provides information about F-1 visa obligations and paperwork for internships, working off-campus, and/or postgraduate employment. The Office of International Studies also offers events for international students, their host families, and the campus community.

International students live in a campus residence facility and are initially paired with American roommates. This arrangement provides for a unique living environment and proves to be valuable for both parties.

**Admission with Prior Academic Probation or Dismissal**

Students applying for admission to the College who are on academic probation or have been academically dismissed from another college or university are subject to a thorough review by the Admission Committee and Dean of the College. Students who have been academically dismissed from another college or university may not be considered until one year (two semesters) after their dismissal.

**BSN - Accelerated Track**

Students may enter the nursing program as a college graduate seeking to complete nursing requirements for the Bachelor of Science in Nursing (BSN) in one academic year. In addition to the Application for Admission, each applicant must complete a Nursing Supplement form and write a personal statement using 250–500 words. Essay guidelines are included on the Nursing Supplement.

To be considered for May admission, applications and all supporting documents must be submitted by August 1 of the preceding year. Policies and procedures are available in the Department of Nursing Student Handbook. Up to thirty students will be admitted each year.

Selection is based upon:

- BA or BS degree from an accredited college or university
- Completion of applications to William Jewell College and the Department of Nursing
- Submission of official transcripts from all colleges attended
- Minimum GPA of 2.50
- Prerequisite courses completed prior to the beginning of nursing classes with a grade of C or better in all courses
- Two references on the required form included with application
- An interview with members of the nursing faculty
- A written summary of any community, volunteer and health-related experiences
- Completion of the TEAS Reading and Language Comprehension - ($25) administered by the Department of Nursing

**Financial Aid and Student Accounts**

**Student Financial Planning**

While the cost of quality education is substantial, any student possessing the necessary academic skills and motivation should not be denied an opportunity to attend college for lack of financial resources. Many students attending William Jewell College receive some form of financial aid.

Eligibility for financial aid is determined on the basis of need, outstanding academic ability, and/or special abilities. For most students, William Jewell College offers a financial plan composed of one or more forms of financial aid to help meet the financial need. These are scholarships, grants, loans, and work programs.
Admission, Financial Aid and Student Accounts

Students seeking financial aid on the basis of financial need must complete the William Jewell College Application for Admission, Scholarship Application, and the Free Application for Federal Student Aid (FAFSA). The FAFSA (or early in the process, a Financial Aid Estimator) is also required if a student wishes to be considered for multiple merit and/or talent awards. It is recommended that all applicants file the FAFSA (WJC School Code: 002524) by March 1st each year.

Limited college aid may be available to students beyond eight semesters. Graduates who return for a second degree will not qualify for college aid. Transfer students will be evaluated individually by the financial aid staff to determine the number of semesters that aid will be available. Various state and federal aid programs operate with established eligibility limits as well.

Forms of Assistance

Scholarship and grant assistance does not have to be repaid, may be awarded based on financial need, academic merit, talent or a combination of these factors, and may be provided by the College, the federal and/or state governments, and private donors.

Loan assistance, which must be repaid, also is available in the form of Federal Stafford Subsidized and Unsubsidized Student Loans, Federal Perkins Loans, Federal Nursing Student Loans, Federal Parent Loans (PLUS), and the William Jewell College semester installment plan.

Work opportunities are provided through Federal Work Study that may include community service positions. A non-federal work program, Workship, is also available on a limited basis. In addition, the Office of Career Services assists students interested in off-campus employment opportunities.

The current student financial aid and scholarship brochure, distributed by the Office of Financial Aid and Scholarship Services, should be consulted for additional application procedures. Student consumer information is found in the official student handbook, financial aid award letter, and the William Jewell College website.

Summary of Charges

The following charges are typical for the 2009–10 school year for most full-time on-campus WJC students, but costs may vary depending on the room and/or meal plan selected by the student, and other variables. In addition to the charges shown below, students should plan for personal expenses to cover miscellaneous fees (specific courses and labs, etc.), books, supplies, clothing, laundry, entertainment, etc.

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<th>Standard Charges:</th>
<th>2009 -10 Year</th>
<th>2009 -10 Semester</th>
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<tbody>
<tr>
<td>Tuition and activity fees (12-18 hours)</td>
<td>24,300</td>
<td>12,150</td>
</tr>
<tr>
<td>Room - double occupancy*</td>
<td>3,500</td>
<td>1,750</td>
</tr>
<tr>
<td>Board - 19 meal plan**</td>
<td>3,200</td>
<td>1,600</td>
</tr>
<tr>
<td>**Alternate board plan - 14 meals</td>
<td>3,010</td>
<td>1,505</td>
</tr>
<tr>
<td>Total</td>
<td>31,000</td>
<td>15,500</td>
</tr>
<tr>
<td>*Single occupancy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Browning Hall - private room</td>
<td>5,260</td>
<td>2,630</td>
</tr>
<tr>
<td>Other halls - double room</td>
<td>5,260</td>
<td>2,630</td>
</tr>
<tr>
<td>Other halls - private room</td>
<td>4,200</td>
<td>2,100</td>
</tr>
<tr>
<td>Fraternity/Sorority</td>
<td>3,850</td>
<td>1,925</td>
</tr>
<tr>
<td>Private room</td>
<td>5,786</td>
<td>2,893</td>
</tr>
<tr>
<td>Commuter lunch program</td>
<td>500</td>
<td></td>
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Seniors living on campus in 2009-10 will be charged the housing rates from 2008-09.
### Admission, Financial Aid and Student Accounts

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<th><strong>Summer Housing Rates (4 weeks)</strong></th>
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<td><strong>Overload Tuition above - 18 credit hours per semester</strong></td>
<td>750</td>
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<tr>
<td><strong>Part-time Tuition - less than 12 hours per semester</strong></td>
<td>750</td>
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</table>

#### Special Tuition Charges

| **Audit - per credit hour** | 300 |
| **“Better Half” - space available for one class per semester/available basis - per class** | 150 |
| **Senior Citizen Discount (age 60) - space available** | 50% |
| **Concurrent Enrollment (one class per semester) - per credit hour** | 100 |
| **Overseas Program** | TBA |

#### Class Fees

| **Student Teaching (Ed 410 and Ed 424)** | 200 |
| **Music - Private Lesson - 1st credit hour** | 220 |
| **- Additional credit hour** | 220 |
| **- Class Lesson - per credit hour** | 150 |
| **Physical Education - Activity Classes** | TBA |

#### Miscellaneous Fees

| **Application for Admission - Regular Program** | 25 |
| **Application for Admission - Concurrent Enrollment** | 25 |
| **Semester Installment Plan Fee** | 35 |
| **Finance Charge on past due accounts (monthly rate)** | 1% |
| **Returned Check** | 20 |
| **Departmental exam for Credit - per exam** | 50 |
| **Recording Fee - credit by exam per hour** | 25 |
| **Placement File - per file in excess of 3** | 3 |

#### Fines

| **Library - Overdue reserve** | 10 |
| **- Overdue books returned** | 7 |
| **- Lost book** | Cost + 18 |
| **Parking - No Permit** | 30 |
| **- Parking on emergency snow route** | 50 |
| **- Handicapped** | 100 |
| **- Red curbs** | 75 |
| **- Faculty or Visitors spaces** | 40 |
| **- Yellow curbs, against the flow of traffic** | 30 |
| **Damaged equipment or property** | Cost + 50 |

#### Deposits

| **Enrollment Deposit** | 300 |
| **Room Deposit for residents (included in the enrollment deposit)** | 100 |

#### Accelerated Nursing Program

| **Annual Cost (tentative)** | 30,000 |
| **Term Cost (3 terms per academic year)** | 10,000 |
| **Deposit** | 300 |
Semester Installment Plans

William Jewell College offers the Four-Payment Plan, as outlined below. A $35 origination fee for either plan is assessed each semester. Past due accounts are subject to a finance charge of 1% per month.

- **Four-Payment Plan:** Payments, less verified financial aid, are due as follows:

<table>
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<th>Fall Semester</th>
<th>Spring Semester</th>
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<tr>
<td>August 1</td>
<td>January 1</td>
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<tr>
<td>September 1</td>
<td>February 1</td>
</tr>
<tr>
<td>October 1</td>
<td>March 1</td>
</tr>
<tr>
<td>November 1</td>
<td>April 1</td>
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Matriculation

In order to validate student ID cards each semester, students must matriculate through the Business Office located on the lower floor of Greene Hall. A validated student ID card is required to use many of the campus facilities and services (i.e., library, cafeteria, computer labs, fitness facilities, etc.). During the matriculation process, College employees will review each student’s account and confirm financial arrangements. Matriculation dates for each semester are posted by the Business Office. Matriculation ends with the completion of the first week of classes. Failure to matriculate may ultimately lead to administrative withdrawal from the College.

Requirements/eligibility for matriculation: Students must be enrolled, must have a valid student ID card, must verify and accept their financial aid package and/or complete their William Jewell College Installment Plan Application.

Refund Schedule

If a student withdraws from the College or decreases hours after classes begin, applicable credits for tuition, room, meals and fees will be computed according to the following refund schedule. Refunds for withdrawal from the College and for room and meals are based upon the date the student notifies the Student Affairs Office in writing or in person of the student’s intent to withdraw from classes or to move out of the residence hall. Refunds for decrease in credit hours and/or course fees are based upon the date the drop/add card is submitted to the Office of the Registrar for processing. The following percentages apply:

- **Withdrawal from the College:** Beginning with the first day and continuing for the first and second week after classes begin, refund credit is 90%; third and fourth week 50%; fifth, sixth, seventh, and eighth week 25%. No refund credit is given after the eighth week of classes. NOTE: The refund schedule for seven-week courses is different; please contact the Business Office before dropping classes.

- **Change of Course:** Prior to the close of the registration period for each semester, the College will credit any tuition charged for courses dropped by the student when an equivalent number of hours is added. After the close of registration, the credit will be calculated using the same schedule and percentage rates as shown above. Contact the Business Office for refunds of applicable course fees of dropped courses.

- **Rooms & Meals:** Students moving out of the residence halls during a semester will be charged a pro-rated amount based on the number of days residing in the hall, and meals will be charged at a pro-rated amount based on the number of weeks meals were taken. Contact the Office of Student Affairs for refunds of applicable room and meal charges.

- **Room Deposits:** After June 30, room deposits for returning students may be refunded only if the applicant is physically unable to enroll or if the College cannot provide residence hall space. Once students occupy a residence hall room, the fee becomes a reservation deposit until they graduate or leave the residence halls. If a student intends not to return to the residence hall, the student may request a refund at the Student Affairs Office. Where no damages have been assessed and all other financial obligations to the College have been satisfied, the deposit is refundable. A full refund will be issued if the student notifies the Student Affairs Office of the intention not to reside in the residence hall prior to June 30th for the Fall semester and December 1st for the Spring semester. If proper notification is not made, the deposit will be forfeited.
Return of Title IV Federal Student Aid
The account of the student who has federal aid and withdraws before 61% of the semester has elapsed will be evaluated according to U.S. Department of Education guidelines and formula.


Federal aid is earned by the percentage of the payment period the student completes. To figure the percentage of aid earned, divide calendar days completed in the semester by total days in the semester. Weekends are included, but scheduled breaks that are at least five (5) days in length are excluded. If the student completes more than 60% of the semester, 100% of the aid is earned for the semester and an immediate repayment obligation is not incurred. If the student completes 60% or less of the semester, the portion of federal aid determined to be unearned must be repaid to the federal aid programs.

William Jewell College will return Title IV aid from the student’s account according to the federal formula. A student may be required to return a Title IV aid overpayment. If the College notifies the student to return an overpayment, the student has 45 days to return the funds to the College. If the 45-day requirement is not met, the U.S. Department of Education will be notified to begin collection. The student will be ineligible for further Title IV assistance until the overpayment is paid in full or satisfactory repayment arrangements have been made with the U.S. Department of Education.

Institutional refunds and the formula used to determine the required return of federal and other student aid will be finalized within 30 days of the withdrawal date. An adjusted billing will be mailed by the Business Office to the student’s permanent address on record.

Federal student aid programs will be returned in the following regulated order:
- Unsubsidized Federal Stafford Loan
- Subsidized Federal Stafford Loan
- Federal Perkins Loan
- Federal PLUS (Parent Loans for Undergraduate Students)
- Federal Pell Grant
- Federal Academic Competitiveness Grant (ACG)
- Federal National SMART Grant
- Federal Supplemental Educational Opportunity Grant (SEOG)
- Federal TEACH Grant

Return of Non-Federal Student Aid/Personal Payments
If the student received federal aid, the return of federal funds is the first priority. If the student received state or institutional aid, or made personal payments, the state and institutional aid are repaid proportionally according to the source of the payment. Repayment of aid programs may result in a balance due on the student’s institutional account. A copy of the calculation used to apportion repayment will be mailed to the student’s permanent address.

Questions about individual circumstances may be directed to the Business Office.
Standards of Satisfactory Academic Progress

The following standards of satisfactory academic progress must be maintained to remain eligible for financial assistance:

**Hour Completion Requirement for Financial Aid Eligibility**

Students are encouraged to plan their course load in order to complete approximately one-fourth of the graduation requirements each academic year. A student enrolled as full-time (12 credit hours or more per semester) must complete a minimum of 24 credit hours per year; three-quarter time students (9-11 credit hours) must complete a minimum of 18 credit hours per year; half-time students (6-8 credit hours) must complete a minimum of 12 credit hours per year.

Federal regulation requires that the maximum timeframe to complete an educational objective cannot take longer than 150 percent of the published length of the educational program for a full-time student. A program consisting of 124 credit hours, therefore, must be completed within 186 credit hours for financial aid eligibility.

Students not completing the required number of hours will be allowed a one-semester grace period to complete the minimum cumulative credit hours, provided the student has not achieved a junior level classification (58 credit hours). If the junior level has been achieved, the student will not be allowed the one-semester grace period. Aid will automatically be terminated. A student may appeal the termination (see Appeal Procedure which follows). If it is determined that a student cannot complete the deficient hours in a one-semester grace period in addition to the required 12-hour semester load, then the grace period will not be allowed.

The following table indicates the minimum number of credit hours required at the end of each academic year for financial aid eligibility for full-time students (excluding transfer credits at time of entry to the College).

<table>
<thead>
<tr>
<th>Classification</th>
<th>Minimum Hours</th>
<th>Classification</th>
<th>Minimum Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>First year</td>
<td>24</td>
<td>Third year</td>
<td>72</td>
</tr>
<tr>
<td>Second year</td>
<td>48</td>
<td>Fourth year</td>
<td>96</td>
</tr>
</tbody>
</table>

Three-quarter and half-time student credit hour requirements are adjusted proportionately.

**Grade Point Average Requirement**

The following categories define the minimum institutional GPA a student must maintain for the respective class levels in order to remain at William Jewell. Please note, however, that all students must maintain a minimum 2.0 cumulative GPA for financial aid eligibility. Federal law specifies that by the end of the second academic year (regardless of how many credits the student has accrued), the student must have an academic standing consistent with the requirement for graduation (i.e., minimum institutional GPA of 2.0).

<table>
<thead>
<tr>
<th>Class / Minimum GPA</th>
<th>Minimum Aid GPA</th>
<th>Class / Minimum GPA</th>
<th>Minimum Aid GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-Year / 1.5</td>
<td>2.0</td>
<td>Junior / 2.0</td>
<td>2.0</td>
</tr>
<tr>
<td>Sophomore / 1.75</td>
<td>2.0</td>
<td>Senior / 2.0</td>
<td>2.0</td>
</tr>
</tbody>
</table>

**Academic Probation**

Students whose grade point average for William Jewell College courses (institutional GPA) falls below 2.0 are placed on academic probation. Students on academic probation are at risk for losing their eligibility for financial aid and for being dismissed from the College for academic deficiency.

A student whose institutional GPA falls below the minimum GPA as listed in the table above is dismissed for academic deficiency and is ineligible for college, state and federal student aid. Such a student is not allowed a grace period.

A student re-admitted to the College after academic dismissal is not eligible for College, state or federal financial aid until the minimum institutional cumulative GPA of 2.0 is met and the required number of credit hours is satisfactorily completed.
Students applying for admission to the College who are on academic probation or have been academically dismissed from another college or university are subject to a thorough review by the Admission Committee and Dean of the College. Students who have been academically dismissed from another college or university may not be considered until one year (two semesters) after their dismissal.

A transfer student must have a minimum 2.0 cumulative GPA to be eligible to apply for financial aid. Only transferable credit hours will be used to determine cumulative GPA.

The following letter grades will not be counted toward graduation nor for determining eligibility for financial aid: F – Failure; IP – In progress toward Oxbridge examinations; PR – Progress; R – Repeat; W – Withdrawn from the Course; WD – Withdrawn from the College; FA – Failed Pass/Fail; NR – Not Reported; AU – Audit. Note: The letter grade of IP (In progress toward Oxbridge examinations) will be counted in determining eligibility for financial aid. Hours for repeated courses will not be counted in the total number of hours in assessing whether a student is full-time or part-time in qualifying for aid. For example, a full-time student must be taking at least 12 hours per semester in addition to courses being repeated. A grade of I (Incomplete) will not be included in the minimum 12 hours completion requirement for aid eligibility.

**Academic Scholarships**

In order to maintain academic scholarships, the student must complete a minimum of 12 credit hours per semester with a cumulative GPA of at least 3.0. Scholarship renewal eligibility is reviewed at the end of the academic year. A student whose cumulative GPA falls below 3.0 will be allowed one semester to raise the cumulative GPA to 3.0. A student who fails to raise the GPA will not be eligible for the academic scholarship. A student whose academic scholarship is not renewed will be ineligible for an academic scholarship until a cumulative GPA of 3.0 is achieved.

Recipients of the full-tuition William Jewell College Distinguished Scholars Award or Jewell Scholarship must complete a minimum of 12 credit hours per semester with a cumulative GPA of at least 3.5. Scholarship renewal eligibility is reviewed at the end of the academic year. A probationary semester is provided as well. Only one probationary semester will be permitted for academic scholarship recipients.

**Appeal Procedure for Financial Aid**

A student whose assistance is terminated in accordance with this policy may appeal the termination to the Financial Aid Committee. Appeals must be submitted in writing to the Director of Financial Aid and Scholarship Services. The committee will notify the student of its decision.
The Academic Program

The Curriculum

The curriculum of the college includes three parts:

I. Academic core curriculum
II. Majors and minors
III. Elective courses

I. Academic Core Curriculum: Critical Thought and Inquiry
All students graduating from William Jewell College must complete our core curriculum program, “Critical Thought and Inquiry.” For a complete description of the program, its requirements, policies and courses, please see Critical Thought and Inquiry Curriculum in the Programs of Study section of this catalog.

II. Majors and Minors
Students must complete a minimum of 24 credit hours within a major, with no course grade lower than C-.
(The minimum number of hours depends on which major is declared.) Students who transfer into the college must complete in residence a minimum of 12 hours in the major. For specific requirements for each major, please see the listings in this catalog under Programs of Study. The information provided in this catalog may also be completed by further information in departmental checklists, handbooks, and Web postings by the College.

Students may choose one of the traditional academic majors or devise an interdisciplinary or non-traditional major from the several hundred courses offered by the college. Instructions and forms for preparing a self-designed major are available through the Office of the Dean of the College. Proposals for these self-designed majors must be submitted for approval no later than the third week of the Fall semester of the senior year (i.e., two semesters before graduation). These majors will be noted on the transcript as “Self-Designed.”

Minors permit students to explore in depth a subject of their interest, but with fewer requirements than a major. Minors are normally between 15 and 24 hours. A grade of C- or higher is required in each course in the minor. A student may earn a minor in a subject even if the student’s major requires some of the same courses, subject to these general rules:

- Only those courses specifically required for both the major and minor will apply toward both.
- The minor must contain at least three courses totaling a minimum of nine hours not counting toward the major.

Some minors are short introductions to majors, including Chemistry, Economics, French, Math and Spanish. Other minors concentrate in a subject or are interdisciplinary, including Classics, Coaching and Performance Enhancement, and Nonprofit Leadership.

III. Elective Courses
A liberal arts education allows students to grow and develop by exposure to a varied curriculum, taught by faculty with a wide range of intellectual and research interests. During their time at Jewell, students take electives to explore areas about which they might like to learn or to engage in intellectual experimentation.

Learning Outcomes

- **Comprehensive knowledge** – WJC graduates demonstrate a breadth and depth of knowledge that prepares them for lifelong learning.
- **Intellectual skill** – WJC graduates think critically, independently, and creatively.
- **Effective communication** – WJC graduates communicate thoughtfully and effectively.
- **Responsible leadership** – WJC graduates show initiative in practicing individual and social responsibility.
The Academic Program

- **Concern for the common good** – WJC graduates show respect for all persons and multiple viewpoints as they engage others locally and globally.

- **An informed ethic** – WJC graduates demonstrate an ethic informed by both the Christian faith and other perspectives.

### Graduation Requirements

#### Degrees

William Jewell College offers two degrees:

- The Bachelor of Arts (BA)
- The Bachelor of Science (BS)

Degrees are awarded to students who have:

- satisfied the entrance requirements
- satisfactorily completed all requirements for the core curriculum and an academic major
- completed a minimum of 124 semester hours of college work as specified in the catalog
- earned a cumulative grade point average of 2.0 for all work attempted at the college (transfer work not included; herein referred to as “institutional GPA”)

Students who complete 124 hours or more with an institutional grade point average below 2.0, with permission of the Dean of the College, may attempt one additional semester of work to raise the institutional GPA to at least 2.0 in order to meet the requirements for graduation.

#### Bachelor of Arts

- The maximum credit toward the Bachelor of Arts degree that a student may apply in one subject-matter field is 40 hours.
- A student must have a minimum of 84 hours outside the one subject-matter field.
- As an example, a student seeking a BA in Biology may apply a maximum of 40 hours of Biology courses toward the degree and must have a minimum of 84 non-Biology hours.

#### Bachelor of Science

- The maximum amount of credit toward the Bachelor of Science degree that a student may apply in one subject-matter field is 60 hours.
- A student must have 64 hours outside the one subject-matter field.
- As an example, a student seeking a BS in Music may apply a maximum of 60 hours of Music courses toward the degree and must have a minimum of 64 non-Music hours.

#### Other stipulations

- The last year’s coursework toward graduation (minimum 30 semester hours) must be done in residence at William Jewell, with this exception: Any senior student who has completed all requirements for graduation except eight or fewer semester hours of elective credit may seek permission from the Dean of the College to complete these hours in absentia. This may be done through a four-year college or university of recognized standing.
- No more than four hours in courses numbered below 100 may be applied toward the 124 hours required for graduation.
- No more than four hours in physical education activities (including wellness courses) may be applied toward the 124 hours required for graduation.
- Non-music majors may use up to eight hours of ensemble credit as elective hours toward graduation.
- Each student will complete the requirements for graduation in the catalog in effect on the date of college entrance.
The Academic Program

- If a subsequent decision is made to follow a later catalog through a bona-fide change in major or for other causes, this decision must be approved by the Registrar, and the course requirements in effect at that time must be met.
- The maximum amount of time allowed for completion of degree requirements following a particular catalog sequence is seven years.
- A student who returns after an absence, and who has not graduated, may expect to be required to change to the requirements set forth in the catalog in effect at that time. The Dean of the College or the Registrar will assist in such cases.
- The curriculum of the college is under continuing development, and a given catalog cannot constitute a contract with the student. Every effort is made, however, to achieve fair and reasonable adjustment for students affected by curricular change.

Declaration of Majors and Minors

Students are expected to declare their elected major(s) and minor(s) through the Office of Academic Advising, if not stipulated by the student when entering through the Admission Office. Changes to the declared academic program (major or minor) must also be made through the Office of Academic Advising. Students are expected to keep their academic program information current and should notify the Academic Advising Office of any discrepancies or changes. If the student has received a Graduation Checklist, the Office of the Registrar should also be notified of discrepancies or changes to the academic program (major, minor, etc.).

Applying for Graduation

- Students who expect to graduate must submit an Application for Graduation to the Registrar when they reach 75 cumulative hours, typically the second semester of the junior year.
- When a student applies for graduation, an individual Graduation Checklist is prepared by the Registrar, and a copy is provided to the student’s advisor. Students are expected to use the Graduation Checklist as a guideline for completion of requirements in order to plan remaining semesters and should keep the checklist updated as requirements are completed.
- An Application for Graduation does not constitute a guarantee that the student will graduate at that time; it merely indicates the student’s intent to graduate by a certain date.
- Students who change their anticipated graduation date must re-apply for graduation for the newly anticipated date by submitting a new Application for Graduation to the Registrar.

Commencement

Students who are permitted to participate in Commencement exercises in May include:

- those who finished the requirements for graduation the preceding December,
- those who are on track for finishing the requirements for graduation in May and have applied for graduation in May, and
- those who are within 8 hours of finishing the requirements for graduation and have applied for summer graduation and who, two weeks before commencement, have already registered for the needed courses in a summer session.

Students who choose not to participate in Commencement exercises must notify the Office of the Registrar no later than April 1st. This can be done using the form entitled Request to Graduate In Absentia, available at the Office of the Registrar.

Actual diplomas are not awarded to spring and summer graduates at the Commencement exercises, since degree checks and graduation processes must be completed. Diplomas, which are written in Latin (with a translation provided in English), are mailed approximately three weeks after graduation is verified.
Additional Degrees

Students may earn both a BA and a BS (two different degrees) with the completion of at least 30 additional hours, the core curriculum requirements for both degrees, and a second major that is a part of the second degree program. (Students earning multiple majors within one degree program – BA or BS – will receive one degree with multiple majors.)

Students who enter William Jewell to earn a degree and who already hold a BA or BS degree from a regionally accredited institution are exempt from all core curriculum requirements, if at least three-fourths of their total hours are transferable to William Jewell.

Registration Policies and Procedures

*It is the student’s responsibility to comply with WJC Catalog regulations and posted registration policies and to enroll in courses appropriate for meeting degree requirements. All students must read and agree to abide by the Registration Policies & Procedures set forth by the Office of the Registrar each semester to register for courses.*

Registration for semester and summer courses is completed by the student according to specific procedures as set forth by the Office of the Registrar. These procedures, including specific dates and times of registration, are posted online and sent by email to each student in advance each semester.

Student Classification

Students are classified on the basis of the number of cumulative credit hours as follows:

- **First-Year** 0 to 25.5 completed hours
- **Sophomore** 26 to 57.5 completed hours
- **Junior** 58 to 89.5 completed hours
- **Senior** 90 or more completed hours

Completed hours do not include currently enrolled hours or courses graded with I (Incomplete) or PR (Progress). Grades of IP for Oxbridge majors are to be included in the calculation of completed hours.

Eligibility for Registration

Students must meet the following criteria to be considered eligible for registration each semester:

- Student’s account must show a balance of zero (0) by the final payment deadline (November 1st for Fall semester; April 1st for Spring semester). A financial hold is placed on accounts with any remaining balance, prohibiting students from registering until financial obligations are paid in full.
- Student must have met with the assigned academic advisor to be cleared for registration in courses as advised. All students have an advising restriction prohibiting registration until cleared by the advisor.
- Students may not register until the date and time specified for their classification (see Student Classification above).

Cancellation of Courses

The college reserves the right to discontinue any section of any course in which the enrollment is not sufficient to justify being offered. This decision rests with the Dean of the College. Generally, course sections with fewer than six registered students will not be maintained. Students enrolled in courses that are canceled will be notified and dropped from that course, so they may choose another course if they wish.

Registration Changes

Adding Courses

- Students may add courses to their registration through the first week of classes.
- Beginning the first day of class, a drop/add card with the advisor’s and instructor’s signatures must be submitted to the Registrar’s Office to add courses.
- Consult the section of this catalog entitled *Summary of Charges* for overload charges.
The Academic Program

Dropping Courses
- Students may withdraw from a course anytime through the last regularly scheduled class meeting time prior to final examination week, unless an earlier drop date is specified in the course syllabus.
- If a course is dropped during the first four weeks of the semester, no record will appear on the student’s transcript. After the fourth week, a grade of W will appear on the transcript. Consult the Calendar of Important Dates posted by the Registrar for specific deadlines for both full-semester and seven-week courses.
- A drop/add card with the advisor’s signature must be submitted to the Registrar’s Office to drop courses. (The instructor’s signature is also required beginning the first day of classes.)
- Students dropping below 12 hours (full-time status) must secure the signature of a Financial Aid officer before submitting the drop card to the Registrar’s Office.
- The official date of withdrawal from a class is the date on which the Registrar’s Office receives a properly completed drop/add card.
- Students dropping ALL courses for the semester, once classes have begun, must go through the official withdrawal process as indicated below.

Withdrawal from the College
Dropping all courses within a semester constitutes official withdrawal from the College. Students wishing to withdraw from the college for any reason must notify the Office of Student Affairs to initiate the withdrawal process. Improper withdrawal will result in a grade of F for all enrolled courses for that semester.

Transfer to Another Institution of Higher Education
Many institutions of higher education welcome transfer students; however, students should be aware that actual requirements for degrees vary from institution to institution. This factor makes it particularly important that students who plan to transfer make contact very early in their academic career with the campus where they eventually wish to graduate. By arranging in advance for appropriate courses to be taken prior to transfer, a student can minimize problems.

Taking Courses at other Institutions
Students desiring to take courses at other institutions should coordinate plans in advance with their advisor. An Approval for Approval for Non-WJC Coursework form from the Registrar, completed in advance with proper signatures, is necessary to assure acceptance of transfer credit by William Jewell College. Once a student has completed 64 hours, transferring courses from a community or junior college (two-year institution) will increase the number of hours required for graduation by the number of hours transferred from that two-year college. (Contact the Registrar for further explanation.)

Effective Fall 2007 and beyond:
- The college will not accept credit toward graduation for courses from other institutions when the grade is below C-.
- The college will accept credit, but not grade points, from other institutions. (That is, the institutional GPA is based solely on courses taken at William Jewell.)

The Evening Division
William Jewell College’s Office of Continuing Education (Evening Division) ceased operation in December 2008. The college continues to offer a limited selection of courses during a summer session.
The Academic Program

Academic Policies

The Student’s Responsibility

Students are responsible for knowing their academic status and for awareness of the academic requirements, policies, and procedures as stated in this catalog. While students receive assistance and guidance from advisors, instructors, and staff members, proper completion of requirements for graduation is ultimately the student’s responsibility.

Academic Honesty

William Jewell College expects students and instructors to have done or prepared the work or research that bears their names and to give acknowledgment in the use of materials and sources. The college expects students to do their own work and research, to prepare their own reports and papers, and to take examinations without the assistance of others or aids not allowed in the testing procedure.

Academic misconduct includes, but is not confined to:

- plagiarizing – using another’s ideas and/or words as one’s own
- cheating on tests or examinations
- turning in counterfeit reports, tests and papers
- stealing of tests or other academic material
- knowingly falsifying academic records or documents
- turning in the same work to more than one class without informing the instructors involved

Academic misconduct of any sort can result in failing the assignment, failing the course, and/or the filing of academic misconduct charges. Faculty members who take action against a student or students in a course on grounds of academic dishonesty shall report the action to the Dean of the College.

Absences

William Jewell College, while prioritizing academics, believes in the education of the whole person and affirms the value of activities beyond the classroom such as participation in athletics, music, debate and theater performance, and attendance at professional/scholarly meetings. The faculty of William Jewell College work together with sponsors of such activities to reach a compromise that respects both the need for students to attend classes and the benefits of participation in co-curricular activities.

It is the responsibility of students to:

- attend classes
- complete all assignments according to the expectations of their instructors
- be aware of the policies of each of their instructors
- monitor their own absences
- inform their instructors in advance of any absences they anticipate for co-curricular activities
- arrange to make up missed work

It is the responsibility of sponsors of college events to:

- work with faculty to prevent scheduling conflicts whenever possible
- schedule events in such a way as to minimize absences from class as much as possible
- inform the faculty in advance of any planned group absences
- offer their assistance in accommodating the needs of students who must hand in assignments or take exams
- recognize that students may not miss unlimited numbers of classes and that faculty members have the right to set limits to absences, even if such absences result from participation in college-sponsored events
The Academic Program

It is the responsibility of faculty members to:

- set policies that recognize the value of participation in college-sponsored activities, which might include allowing students to hand in assignments or take exams at alternative times with advance notification, as well as distinguishing between excused and unexcused absences
- set flexible policies, rather than rigid ones

Late Assignments

Students are expected to complete assigned class work on time. A student anticipating absence from class on a day when work is due is normally expected to submit the work in advance of the due date.

If unexpected circumstances such as illness or a personal or family emergency make meeting a due date impossible, it is the student’s responsibility to contact the instructor in person, in advance of the due date, to explain the situation and make specific arrangements for extension of the due date. Failure to do so will result in a late penalty, as determined by the instructor’s judgment and the policy stated in the course syllabus.

Grading and Credit

Students obtain their semester grades from their individual MyJewell account online, accessible with network username and password. No grade reports are printed or distributed.

Effective Fall 2003, William Jewell’s grade scheme is as follows:

Grading Symbols / Grade Points

<table>
<thead>
<tr>
<th>Grade Symbol</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.0 points per credit hour</td>
</tr>
<tr>
<td>A</td>
<td>4.0 points per credit hour</td>
</tr>
<tr>
<td>A-</td>
<td>3.7 points per credit hour</td>
</tr>
<tr>
<td>B+</td>
<td>3.3 points per credit hour</td>
</tr>
<tr>
<td>B</td>
<td>3.0 points per credit hour</td>
</tr>
<tr>
<td>B-</td>
<td>2.7 points per credit hour</td>
</tr>
<tr>
<td>C+</td>
<td>2.3 points per credit hour</td>
</tr>
<tr>
<td>C</td>
<td>2.0 points per credit hour</td>
</tr>
<tr>
<td>C-</td>
<td>1.7 points per credit hour</td>
</tr>
<tr>
<td>D+</td>
<td>1.3 points per credit hour</td>
</tr>
<tr>
<td>D</td>
<td>1.0 point per credit hour</td>
</tr>
<tr>
<td>D-</td>
<td>0.7 points per credit hour</td>
</tr>
<tr>
<td>F</td>
<td>0 points per credit hour</td>
</tr>
<tr>
<td>IP</td>
<td>In Progress toward</td>
</tr>
<tr>
<td>NR</td>
<td>Not Reported</td>
</tr>
<tr>
<td>P</td>
<td>Pass</td>
</tr>
<tr>
<td>PR</td>
<td>Progress</td>
</tr>
<tr>
<td>CR</td>
<td>Credit by examination</td>
</tr>
<tr>
<td>W</td>
<td>Withdrew from the course</td>
</tr>
<tr>
<td>WD</td>
<td>Withdrew from the college (all courses)</td>
</tr>
<tr>
<td>AU</td>
<td>Audit (0 credits; 0 points)</td>
</tr>
<tr>
<td>FA</td>
<td>Failed Pass/Fail course</td>
</tr>
</tbody>
</table>

Grades earned before Fall 2003 will not be recalculated to reflect the plus/minus system.

Grade point averages are computed on the basis of hours attempted and the total number of grade points earned. For graduation, the total number of grade points must be two times the number of hours attempted at the college, or a minimum cumulative institutional grade point average of 2.0.

Three sets of grade point averages may appear on the student’s transcript:

- Transfer grade point averages (grades for any transferable courses)
- Institutional grade point averages (grades for courses taken through William Jewell College)
- Cumulative Transfer & Institutional grade point averages (includes grades for both categories)

Eligibility for graduation, honors, academic probation, and some financial aid are based on institutional grade point averages, which does not include grades for transfer credit.

Incomplete Grades

A grade of I (for Incomplete) may be given in any regular course in which, owing to extenuating circumstances such as serious injury or lengthy illness, a student has been unable to complete the requirements of the course. The student must complete the requirements of the course within the succeeding semester (or sooner if an earlier deadline is imposed by the instructor). Failure to do so, without
The Academic Program

a written contract between instructor and student with approval of the Dean of the College, will result in a grade of F.

For independent study courses (directed study, directed reading, research, etc.), a grade of PR (for Progress) may be given at the end of a semester in which the student has made progress in the project but has not completed it. The student must complete the work within the succeeding semester. Failure to do so, without a written contract between instructor and student and approval of the Dean of the College, will result in a grade of F.

Repeating a Course
Students must repeat courses for the major in which the grade earned is below C- (that is, D+, D, D- or F). When such courses are repeated at William Jewell and satisfactory performance is recorded, only the repeat grade will be used in determining the grade point average. However, the original grade of D+, D, D- or F remains a part of the permanent record (the transcript) without being calculated in the grade point computation. On the transcript, the credit hours earned for the repeated course will replace the original credit hours. When such courses were taken originally at Jewell but then are repeated at another institution, the original course is unchanged on the permanent record, and the original grade continues to be a part of the institutional GPA. If a grade above F was earned originally and the course is repeated at another institution, then the number of hours required for graduation is increased.

Courses not required for the major in which a grade of below C- (that is, D+, D, D- or F) is earned may be repeated, if the student chooses, in order to improve the GPA. When such a course is repeated at William Jewell and satisfactory performance is recorded, the original grade of D+, D, D- or F remains a part of the permanent record (the transcript) without being calculated in the grade point computation. On the transcript, the credit hours earned for the repeated course will replace the original credit hours. When such courses were taken originally at Jewell but then are repeated at another institution, the original course is unchanged on the permanent record, and the original grade continues to be a part of the institutional GPA. If a grade above F was earned originally and the course is repeated at another institution, then the number of hours required for graduation is increased.

If a student repeats a course in which the original grade is C- or better, those credit hours will increase the number of hours required for graduation, and both grades will be included in grade point computation on the transcript.

Students must submit a Repeat of Course form to the Registrar’s Office when enrolling in a course for repeat. A course may not be repeated using the Pass/Fail option.

Pass/Fail Option
The Pass/Fail option encourages students to attempt courses of interest which might be avoided because of lack of background or heavy course load. Grades of P (Pass) or FA (Failed Pass/Fail) received under this option will not be included in the grade point average computation, but credit earned will apply toward graduation.

Students who elect the Pass/Fail option must submit a signed Pass/Fail Option card to the Registrar’s Office by the end of the first week of classes, and no changes can be made after that deadline. Students electing the Pass/Fail option must abide by the following conditions and requirements, as stated on the card:

• Must be sophomore, junior, or senior in good academic standing
• Only one Pass/Fail course per semester (not included PED activity courses or labs)
• No more than 20 total Pass/Fail hours (not including PED activity courses or labs)
• No course in the major area, including pre-requisites to required courses
• No course specifically required for graduation (including core curriculum requirements, language requirements, required courses for majors or minors)
• No course being taken to meet the requirements of a block or group (for example, pre-requisites to intermediate-level language requirement)
The Academic Program

- No course being repeated
- No course required for teacher certification or pre-professional preparation
- No course required for the Pryor Leadership Studies Program
- Grades of P received under this option will not be included in computing the GPA, but credit hours earned will apply toward graduation.
- Eligibility for the Dean’s List could be affected, since one must have at least 14 graded hours to be eligible for the Dean’s List.
- Pass/Fail Option card must be submitted by the student to the Registrar’s Office by the end of the first week of classes; it cannot be accepted nor changed after that.

All physical education activity courses and labs are offered on a Pass/Fail basis only. These courses are not included in the limit of one Pass/Fail course per semester or the limit of 20 total Pass/Fail hours.

Audit Option

On a space-available basis, students may elect to audit a course (i.e., sit in on a course without receiving credit). No credit is given, and no grade points are applied, but the course will appear on the transcript with a notation of AU in place of a grade. Audited courses do not affect the GPA in any way.

Students who elect the Audit option must submit a signed Audit Option card to the Registrar’s Office by the end of the first week of classes, and no changes can be made after that deadline. The following conditions and requirements apply to the Audit option:

- Students will not be charged an audit fee if their enrollment without the audited class is at least 12 hours and their enrollment with the audited class is not over 18 hours.
- Students whose enrollment without the audited class is under 12 hours will be charged an audit fee according to the currently posted Summary of Charges for that semester.
- Students whose enrollment with the audited class is over 18 hours will be charged an audit fee for the extra hours according to the currently posted Summary of Charges.
- Students may not audit a course which requires physical participation (e.g., studio art courses, music lessons, physical education activity courses, etc.).
- A student may not change a course from audit to credit status after the first week of classes.

Grade Appeal Procedure

Students who wish to appeal a grade in a course are encouraged first to contact the instructor of the course to resolve the problem informally.

The instructor, and only the instructor, has the prerogative and responsibility for assigning a grade in a course. The only basis on which an administrator has the right to intervene in the grading process is when there is clear and compelling evidence of unfairness. A student’s dissatisfaction with a grade or with an instructor’s teaching methods or grading standards does not in itself constitute evidence of unfairness.

To formally appeal a grade, the student makes the case in writing to the Dean of the College that the grade is unfair. The Dean forwards a copy of that statement to the instructor, asking for a response, also in writing. Once the Dean has had time to compare the student’s statement with the instructor’s response and to consider all the evidence carefully, a decision will be communicated in writing.

Academic Probation

Students whose grade point average for William Jewell College courses (institutional GPA) falls below 2.0 are placed on academic probation. Students on academic probation are at risk for losing their eligibility for financial aid and for being dismissed from the college for academic deficiency.

First-year and sophomore students on academic probation will be allowed a one-semester grace period to achieve the minimum 2.0 institutional GPA. Students who fail to raise the institutional GPA to 2.0 by the end of the semester following placement on probation will lose all financial assistance for subsequent semesters.
The Academic Program

(i.e., college, state and federal funds) or until they have achieved satisfactory academic progress. Junior and senior students are not allowed a grace period when their institutional GPA falls below 2.0.

Academic Dismissal

A student whose institutional GPA falls below the minimum GPA as listed below is dismissed for academic deficiency and is ineligible for college, state and federal student aid. Such a student is not allowed a grace period. Students must maintain the following minimum institutional grade point average in order to remain at the college:

- Institutional grade point average of 1.5 at the end of the first and second semesters
- Institutional grade point average of 1.75 at the end of the third and fourth semesters
- Institutional grade point average of 2.0 at the end of the fifth semester and thereafter

A student re-admitted to the college after academic dismissal is not eligible for college, state or federal financial aid until the minimum institutional cumulative GPA of 2.0 is met.

(See Grade Point Average Requirements under the Admission, Financial Aid and Student Accounts section of this catalog for further statement of standards for maintaining financial aid.)

Honors

All honors awarded for grade point averages are based only on coursework completed through William Jewell College (institutional GPA). Grades for transfer credit are not included when calculating grade point averages for honors.

Dean’s List

The Dean’s List for each semester will include the names of students who have accomplished all of the following:

- carried a program of 14 or more graded semester hours (excluding Pass/Fail or audited courses)
- have no grade lower than C- in any subject
- have no Incompletes
- have achieved a minimum institutional grade point average of 3.5 for the given semester

Citations for High Grade Point Averages

A student who completes coursework for the degree with an institutional grade point average of 3.9 or higher on a minimum of 60 credit hours at Jewell is graduated summa cum laude, and this is cited with the degree and notated on the permanent record (transcript).

A student who completes coursework for the degree with an institutional grade point average of between 3.75 and 3.899 on a minimum of 60 credit hours at Jewell is graduated magna cum laude, and this is cited with the degree and notated on the permanent record (transcript).

Phi Epsilon Honor Society

Students graduating in the top 10% of the graduating class who have completed a minimum of 60 credit hours at Jewell are automatically inducted into the Phi Epsilon Honor Society and will receive a certificate upon graduation. This honor is notated on the permanent record (transcript). Phi Epsilon Honor Society for the academic year is determined at the end of the Fall semester for December graduates and upcoming May and July candidates for graduation, based on institutional grade point averages at that time.

Graduation with Honors or Distinction

The student who wants an added challenge of academic excellence may seek Graduation with Honors or Graduation with Distinction. Eligible students must have a minimum institutional grade point average of 3.5 at the time of graduation and must have completed “A–level” work on a special research or creative project over two or more semesters in a concentrated area. Graduation with Honors constitutes completion of a
The Academic Program

project within the declared major. Graduation with Distinction constitutes completion of a project in a subject outside the declared major.

Students planning to pursue an honors project should declare that intent in writing to the chair of the Honors Council no later than the third week of the Spring semester of the junior year. Additional information may be obtained by contacting the Dean of the College or the chair of the Honors Council.

Study-Abroad Programs

William Jewell College offers academic credit to its students for work done in college-approved study-abroad programs. Study-abroad programs are open to all William Jewell students who complete the application process and meet the criteria for the chosen program. Grades earned in college-approved study-abroad programs become part of the student’s institutional GPA.

Criteria for Study-Abroad Application

Students desiring to study abroad must submit an application to the Office of International studies and must meet the following criteria:

• Sophomore, Junior, Senior, or Graduate status for semester of departure
• Completion of Level I of the Core Curriculum Program before departure
• Semester GPA of at least 2.0 for the semester before application, regardless of cumulative GPA
• Completion of at least one semester of satisfactory full-time coursework on Jewell’s campus before departure
• Demonstrate progress toward timely completion of graduation requirements by fulfillment of core curriculum and other requirements
• May not be on academic or disciplinary probation
• Must have no outstanding financial obligations to the college

Please note: Each program has its own entrance requirements and criteria which may exceed the minimum criteria for William Jewell’s Application for Study-Abroad and must be met for acceptance to that program. For a current list of study-abroad programs with descriptions of each program and its entrance requirements, please contact the Office of International Studies.

All judgments about admission to study-abroad programs are made at the absolute and sole discretion of the Coordinator of International Studies, the Study-Abroad Committee, and reviewers at institutions and organizations with which William Jewell cooperates in offering study-abroad programs.

Financial Assistance for Study-Abroad Programs

William Jewell College aims to make at least one study-abroad experience financially feasible for all students. Please note the following:

• Most institutional financial aid (awards from William Jewell) and non-institutional financial aid (awards from other sources) used to study at William Jewell College during the academic year also can be used to study with college-sponsored programs.
• Unless a student’s major requires more than one study-abroad experience, both institutional and non-institutional financial aid may apply toward only one experience of any length.
• Depending upon the program cost (tuition, room and board, and other required charges) and program budget (the program cost plus extra expenses like airfare, books and supplies), non-institutional aid may be increased and/or institutional aid may be reduced.
• For institutional aid that can be renewed, students will not receive a greater proportion toward program tuition than they receive toward William Jewell College tuition.
• Students considering a study-abroad program should discuss their options with the Office of Financial Aid and Scholarship Services.
## Course Prefixes

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Critical Thought and Inquiry

The Curriculum

The core curriculum offers students a learning experience that builds through three stages (levels): an introductory/skills level (Level I), an intermediate interdisciplinary level (Level II), and an advanced capstone level (Level III). The following provides more information about the requirements at each stage of the program.

Level I: This level of study consists of 18 hours of coursework and includes the following courses:
- CTI 100 The Responsible Self (4)
- CTI 101 The Responsible Speaker (4)
- CTI 102 or CTI 120 Written Communication (4) or Advanced Written Communication (4)
- CTI 103 or CTI 104 Math Model Building and Statistics (4), or Applied Calculus and Statistics (4)

Two or more physical education activity courses totaling at least 2 credit hours. (See the Physical Education section for a list of activity courses. No
more than 4 hours in activity courses may be applied toward the 124 hours required for graduation. Credit may not be applied toward graduation more than once for the same activity.

Under certain circumstances, a student may enroll simultaneously in the last Level I course (not including CTI100 or 102) and the first Level II course. Students must seek approval of the Associate Dean to co-enroll in Level I and II courses.

**Level II:** There are four categories of study (Culture and Traditions; Power and Justice; Sacred and Secular; and Science, Technology, and Human Experience) in this level from which the student chooses one 4-hour course in each of three areas (12 hours total). The courses at Level II are designed as interdisciplinary courses. The purpose of utilizing interdisciplinary studies is to encourage learning in reference to relevant questions that transcend disciplinary boundaries. A student is exempt from taking a course in the category to which his/her first major at the time of graduation is assigned. (See list that follows.) Note the exception to this rule for mathematics and recreation/sport majors. For purposes of the core curriculum, the following assignments of departments and majors to divisional areas apply.

**Social Sciences**  
*(students in these majors are exempt from Power and Justice category)*  
Accounting  
Business Administration  
Economics  
Elementary Education  
History  
International Business and Languages  
International Relations  
Nonprofit Leadership  
Oxbridge History  
Oxbridge Institution & Policies  
Political Science  
Psychology  

**Humanities**  
*(students in these majors are exempt from Culture and Traditions category)*  
Art  
English  
French  
Music  

Organizational Communication  
Oxbridge English Language & Literature  
Oxbridge History of Ideas  
Oxbridge Music  
Philosophy  
Rhetoric and Political Communication  
Spanish  
Speech Education  
Theatre  
Theatre with Communication Emphasis  
Theatre Education

**Natural Sciences**  
*(students in these majors are exempt from Science, Technology, and Human Experience category)*  
Biochemistry  
Bioethics  
Biology  
Chemistry  
Clinical Laboratory Science  
Nursing  
Oxbridge Molecular Biology  
Physics  
Science and Technology Management

**Religion**  
*(students in this major are exempt from Sacred and Secular category)*  
Religion

Students majoring in mathematics and recreation and sport must take one course from each category in Level II. Recreation and sport majors should note the need for four Level II courses plus a cross-cultural course (described below). The effect for most recreation majors who choose not to study a foreign language will be a requirement for five Level II classes.

Majoring in Applied Critical Thought and Inquiry (ACT-In) does not exempt one from any Core classes.

**Level III:** This advanced level of the core curriculum consists of one 4-hour course from this final category, which functions as a capstone experience to the core curriculum program. The course options are interdisciplinary, usually team-taught and tied closely to issues of public concern, one aspect of which invites scientific application. Prerequisites for all Level III courses: completion of Levels I and II of the core curriculum; senior status.
Cross-Cultural Requirement: In addition to completing the three Levels of the core, students are required to complete a cross-cultural course (4 hours). For students pursuing a BA (Bachelor of Arts), this cross-cultural requirement must be met by the completion of the intermediate level of a foreign language (See Foreign Language Requirements below). Students pursuing a BS (Bachelor of Science) have the option of (a) completing one foreign language course at the intermediate level or higher, (b) taking either REL 272 or HIS 224 and 226, or (c) taking an extra Level II course that satisfies the cultural requirement (CTI 200-224, or 239). Choosing option (c) will result in some students’ taking two classes from a single category, since a Level II course that is used to fulfill the cross-cultural requirement cannot be used to meet any other CTI requirement. The completion of all CTI Level II courses is a prerequisite for Level III.

Foreign Language (4 hrs.): Proficiency in a foreign language at the intermediate level is required for all Bachelor of Arts students. Students pursuing the BA degree must complete one foreign language course at the intermediate level or higher. New students who have studied two years or more of a language in high school, and who wish to continue study in that language, must take a placement test before enrolling in a language course at Jewell, and they must enroll at the level determined by the placement test. Normal placement is in 211 (or 215 for Greek, 213 for Latin), which completes the requirement. Students who have had more high school language and do well on the placement test may be placed in a level higher than the intermediate level. Those who do poorly may be placed in 114 (a review of two semesters in one). They must subsequently take 211 (or 215 for Greek, 213 for Latin) to fulfill the requirement. If a new student has had less than two years in high school, 111 (followed by 112) is indicated with no need to take the placement test. Any student has the option of electing beginning the study of a new language. In such cases, it takes three courses to satisfy the requirement.

The foreign language requirement will be waived for a foreign national who has grown up in a non-English speaking culture and successfully completed secondary school work taught in a language other than English. Official certification from the school of the language of instruction will be required.

Course Descriptions

Level I:

CTI 100 The Responsible Self (4 cr. hrs.)
This is a humanities based, introductory course required of all students in their first year of study at the college. The organizing questions of the course are those of epistemology, ontology, and ethics: What can we know? What is real? and How should we behave? Students will wrestle with these questions from several distinct cultural and ideological perspectives as these are represented in thought-provoking literature. (A text-based course including literature and primary texts in religion and philosophy)

CTI 101 The Responsible Speaker (4 cr. hrs.)
A course in which students gain confidence in researching topics and delivering the information they find in a variety of speaking formats. Focus on the dynamic process of speaker-message-listener to determine the responsible communicator in the multi-cultural world.

CTI 102 Written Communication (4 cr. hrs.)
Develops student skills in the types of writing most used in college, including basic research skills and critical use of sources in argumentation. Through writing and revising, students explore the role of audience and context in shaping written communication, and learn to demonstrate logical reasoning, adequate factual support, clarity and appropriate language choices.

CTI 120 Advanced Written Communication (4 cr. hrs.)
Advanced expository writing is for students with superior writing skills. The course stresses development of the student’s voice as a writer through study of literary texts from several cultural
or ideological perspectives and practice in various expository genres. **Prerequisite:** 28+ score on the ACT English test.

**CTI 103 Math Model Building and Statistics (4 cr. hrs.)**
This course views mathematics as a means of recognizing and describing relationships and patterns. Students will develop tools for describing and analyzing quantifiable relationships. Such necessary concepts and skills will include the study of lines, polynomials, rational functions, exponential/logarithmic expressions for various types of growth/decay, logistic, and learning curve models. Basic tools of statistics necessary for organizing and establishing inferences will include principles of descriptive statistics, point estimates, confidence intervals, hypothesis testing, and experimental design. Students who have taken a pre-calculus (including trigonometry) course or an introductory calculus course, earn a score of 25 or above in the mathematics section of the ACT, and are required or recommended to take a calculus course should take CTI 104. Students with credit in CTI 104 may not take CTI 103.

**CTI 104 Applied Calculus and Statistics (4 cr. hrs.)**
This course will cover the essentials of differential and integral calculus with particular emphasis on concepts and applications involving rate of change and the construction of models based on known rates of change. It will also include basic tools of statistics necessary for the design of an experiment and making inferences from data, including point and interval estimates for the mean and proportion and hypothesis testing for one or two means and proportions.

**Level II:**
**Culture and Traditions. Interdisciplinary Courses in the Humanities:**

**CTI 200 United States Pluralism (4 cr. hrs.)**
This course provides an examination of racial, ethnic, gender, and other types of diversity in American society with the aim of increasing understanding of American pluralism and culture. Through significant written and oral exercises students will evaluate these topics in works of history, ethnography, sociology, autobiography, literature and film. (Interdisciplinary humanities course)

**CTI 201 Divas, Death and Dementia on the Operatic Stage (4 cr. hrs.)**
This course offers an introduction to the ways in which gender roles, the act of dying, and madness have determined and influenced operatic discourse from about 1600 to the present. Chiefly through aural and visual experiences, as well as longer written projects, students will evaluate how these traditions have both accommodated and forced men and women into a variety of social and cultural roles. (Interdisciplinary humanities course)

**CTI 202 Performance Studies (4 cr. hrs.)**
This course trains students to read aloud a printed work in such a way that they effectively communicate to their audience the meanings and the rich complexities of the text at hand. On the premise that each academic discipline is like a subculture, students will research and analyze in writing the disciplinary cultures and methodologies their chosen text will represent in performance. Students also will analyze the conversations between cultures presented in texts and their own cultures. (Interdisciplinary humanities course)

**CTI 203 History and Philosophy of Science (4 cr. hrs.)**
This course examines the development and characteristic intellectual preoccupations of western culture by focusing on changing notions of scientific knowledge. Students will interpret the history of science in light of philosophical theories. Essays and class discussion will examine origins of scientific knowledge and the degree to which current conceptions of scientific knowledge may be historically shaped. (Interdisciplinary humanities course)

**CTI 204 Cultural Values and Visual Art (4 cr. hrs.)**
This course is an introduction to the study of visual imagery as a medium through which core cultural values find expression. Through class discussion, essay examinations and an extended research paper students will demonstrate a clear grasp of the fundamental beliefs and values of several different worldviews. (Interdisciplinary humanities course)

**CTI 206 The Chicano Experience (4 cr. hrs.)**
This course will trace the history of the Chicano presence in the United States from the period of Spanish colonization, through the Mexican-American war and up to the present. The student will examine writings in the disciplines of history,
literature and sociology in order to gain an understanding of the current and historical issues in the Chicano community. The major questions addressed will be those of identity and the struggle for place, recognition and justice in the society at large. (Interdisciplinary humanities course)

CTI 208 Women Writers of World Literature (4 cr. hrs.)
An introduction to women’s literature (literature by women about women), specifically to the novel of the twentieth century, from various world perspectives. The history, geography and culture (including such topics as religion, social norms, economy, racial and ethnic concerns, and political events) of specific countries and regions of the world will add to a greater understanding of women’s experience of these novels and their search for identity, fulfillment, and self-expression. Brief discussion of theory concerning women’s writing will add to the students’ appreciation of the act of writing as a mode of self-expression and self-exploration as well as an act of communication. (Interdisciplinary humanities course)

CTI 210 Film Worlds (4 cr. hrs.)
This course uses films as texts in order to explore the social, historical and cultural contexts the films depict. Interdisciplinarity is sought in the methods roughly analogous to those used in literary and historical investigation. The course will introduce students to new ways of seeing; they will watch a film against a complex matrix of interdisciplinarity that will confront their own cultural assumptions. (Interdisciplinary humanities course)

CTI 213 Philosophy in Greek Literature (4 cr. hrs.)
This course examines Greek literature and philosophy from the perspective of academic philosophy. Ancient Greek literature holds that we do not have complete control over our lives. Our plans can be upset by fate and the gods. What bearing, if any, did the ancient Greeks think this lack of control had on moral responsibility? How, if at all, do ancient Greek understandings of moral responsibility differ from our own? In what ways if any, are their understandings of moral responsibility superior or inferior to those of contemporary Western philosophy? In addition to the theme of moral responsibility, we will also consider Plato’s critique of art, Aristotle’s analysis of tragedy, and ancient Greek critiques of customary morality. Course texts are likely to include Homers’ Iliad; Aeschylus’ Oresteia; Sophocles’ Oedipus cycle and Medea; Euripides’ Electra and Bacchae; and Aristophanes’ Cloud. All readings will be in English; no knowledge of ancient Greek is expected. (Interdisciplinary humanities course)

CTI 214 Bioethics, Ethical Traditions, and the Variety of Health Care Choices (4 cr. hrs.)
Students will compare ethical judgments that are framed by Western bioethics with those framed by global ethics and other cultural and moral traditions. Students will critically appraise healthcare practices through case studies that illustrate selected life transitions, and challenges in healthcare management and public health. This course draws upon philosophy, anthropology and nursing/healthcare disciplines. (Interdisciplinary humanities course)

CTI 215 Trust, Betrayal, and Forgiveness (4 cr. hrs.)
The course will inquire into the nature and value of trust, betrayal, and forgiveness or, more generally, in the field of personal relationships, relation, perturbation, and reconciliation. It will approach these topics through philosophical analysis and literary methods. Students will read and develop philosophical analyses of the key concepts and write scenarios (biographical, autobiographical, historical and/or imaginative) that implicate the three main themes. The scenarios will be critiques for their adequacy in light of the demands of philosophical coherence, and the philosophical analyses will be critiqued in light of their capacity to deal with the nuances of the scenarios. This approach will be extended through reading and analyzing selected works of literature. Student will also consider the nature of relations of the methods, philosophical and literary, that are used for understanding and appreciating human relations. The approaches used are philosophical and literary. (Interdisciplinary humanities course)

Sacred and Secular.
Interdisciplinary Courses in Religious Studies:

CTI 226 Religion and Meaning (4 cr. hrs.)
This class will explore how religion, particularly the religion of the biblical tradition, serves to guide people in the creation of meaning for understanding
both the world they live in and its ethical structures. Using biblical texts and secondary readings from the discipline of sociology, students will explore specifically the secularizing effects of modernization on religion and ways that various religious traditions have responded to the problem of secularism. (Interdisciplinary humanities/religion course)

CTI 227 WWJD: What was Jesus Doing? (4 cr. hrs.)
The course explores portrayals of the Jesus in both ancient and modern literature. Students will read the four canonical gospels, as well as selections from extra-canonical gospels. Students will also study diverse modern critical interpretations of Jesus to discern the significance of Jesus’ life and work. The course will employ the sociology of knowledge as an interdisciplinary lens through which to interpret varying interpretations of Jesus. (Interdisciplinary humanities/religion course)

CTI 228 Religion as Literature (4 cr. hrs.)
This course will juxtapose the works of ancient Hebrews and Greeks in order to illuminate both, and finally, to illuminate the work of Jesus of Nazareth as anti-establishment prophet and messiah. Students will write daily and offer extended essays as means of analyzing both reading and class discussion. (Interdisciplinary humanities/religion course)

CTI 229 Christianity and Tyranny (4 cr. hrs.)
Using the disciplines of literature and theology, this course addresses the question of how one can live under a repressive regime. Through close reading, class discussion and the presentation of a position paper, students will apply biblical principles to the ethical dilemmas raised by this question of responding to tyranny. (Interdisciplinary humanities/religion course)

CTI 231 Biblical Messianism and Handel’s Messiah (4 cr. hrs.)
This course examines the modes of 17th and 18th century biblical interpretation that stood behind the composition of Charles Jennens’ libretto to Handel’s Messiah. Students will demonstrate their understanding of a variety of musical, theological, and biblical topics through written responses to aural exercises, oral presentations, and weekly writing assignments. (Interdisciplinary humanities/religion course)

CTI 232 Relationships: Psychological, Religious and Societal Perspectives (4 cr. hrs.)
This course will examine the diverse ways in which human beings form, maintain and dissolve relationships with each other and with the divine. Students will demonstrate their engagement with class discussions, readings and lectures through weekly in-class writing exercises and application exercises (such as debates or simulations). (Interdisciplinary humanities/religion course)

CTI 233 Christian Hymnody: A Window into the Bible, Christian History & Theology (4 cr. hrs.)
Using the study of the Psalms and selected Old Testament and New Testament Canticles, the hymns of the early and medieval church, the hymns of the Lutheran Reformation, the psalmody of the Genevan, Scottish and English Reformation movements and the development of English and American hymnody, the course explores the importance of congregational song in biblical understanding, Christian history, and Christian theology. Students who are interested in church music will benefit most from the course. A background in music is not necessary. (Interdisciplinary humanities/religion course)

CTI 235 The Sacred Image (4 cr. hrs.)
This course will explore the place of images in the Christian religious tradition. Following an introduction to the treatment of images in scripture and philosophy, students will study the use of images in the Orthodox and medieval Roman Catholic traditions. Particular attention will be placed on the way images are used to express Christian moral values, as for example in the depiction of virtue and vice. (Interdisciplinary humanities/religion course)

CTI 237 The Christian Heritage (4 cr. hrs.)
A study of the Christian heritage, including an exploration of its scriptural, theological, and ethical foundations. The course will offer a very basic survey of the Christian scriptures, followed by a careful and thorough study of the history of Christian thought. The course will also explore selected ethical issues that have emerged in the course of Christian history. (Interdisciplinary humanities/religion course)
CTI 238 Religion in the Modern Age  (4 cr. hrs.)
The course explores the role of religion in personal and social life. It will study the important and primary role that religious experience plays in the origins and development of religious traditions, focusing on the scriptural and Christian religious traditions. The course further examines the role of religion in society to develop a cohesive source of meaning, the importance of religion in a modern, secular age, and the impact that scientific thought has had on Christian theology. (Interdisciplinary humanities/religion course)

CTI 239 Judaism, Christianity and Islam  (4 cr. hrs.)
The course offers a comparative overview of Judaism, Christianity and Islam in their comparative histories, varying theological and ethical centers, and scriptures. While the course examines all three religions from a single disciplinary perspective (i.e. religious studies), the comparative method invites questions that may only be appreciated by imposing methods and assumptions from other disciplinary, i.e., non-religious studies, perspectives. (Interdisciplinary humanities/religion course)

CTI 240 Reading the Bible: Then and Now  (4 cr. hrs.)
This course explores the reading of the Bible in the context of the history of Christianity. After surveying various ways of reading the Bible throughout Christian history, special attention is given to modern and postmodern modes of biblical interpretation. Students will learn how such contemporary modes of reading take place in conversation with other academic disciplines: cultural anthropology, narrative criticism, and reader response criticism. (Interdisciplinary humanities/religion course)

CTI 244 The Epics of Heaven and Hell  (4 cr. hrs.)
A study of two significant works of world literature: The Divine Comedy and Paradise Lost. Students will appreciate two examples of the heroic epic and understand how each author reads and reinterprets earlier epic literature and the Christian tradition. They will explore the two cultural worlds represented by the poems (high middle ages and early modern) and reflect on how the works provide two different readings of the Christian theological tradition and the Bible (Thomist Roman Catholic and Protestant). (Interdisciplinary humanities/religion course)

Science, Technology and the Human Experience. Interdisciplinary Courses in the Sciences:

CTI 250 Earthbeat  (4 cr. hrs.)
This course is an environmental study that examines the impact of the human population on the health and sustainability of the environment. With a lab component, it integrates the biological and environmental sciences, seeking to answer whether it is possible to ensure a sustainable future. The course uses a “problem-solving” pedagogy requiring students to produce their responses in written and oral forms. This course will meet teaching certification requirement for an environmental science course or for a biological laboratory science. (Lab science course)

CTI 251 The Science of Forensics  (4 cr. hrs.)
This course is focused on the application of scientific techniques to the collection and analysis of evidence used for investigating criminal cases. In the context of investigating criminal cases students will gain an understanding of scientific methodology, analytical thought and techniques used in the analysis of hair and fiber evidence, drugs and toxic substances, arson and explosion, firearms and tools, and biological specimens. The legal and ethical issues surrounding scientific integrity in the collection, handling, and analysis of evidence will also be explored. This course will meet the teaching certification requirement for a physical laboratory science. (Lab science course)

CTI 252 DNA: Politics, Law and Ethics  (4 cr. hrs.)
This course explores the political, legal and ethical issues that challenge our society’s utilization of an increased knowledge of DNA structure and function. The course develops statistical application through analysis of lab work, and written and oral communication through various kinds of class reports. This course will meet teaching certification requirement for a biological laboratory science. (Lab science course)

CTI 253 Energy: Its Sources and Responsible Use  (4 cr. hrs.)
A science course approaching the topic of energy
Academic Core Curriculum

from the discipline of physics but involving, at the application level, the larger considerations of individual and societal responsibility, which transcend the paradigms and boundaries of conventional physics courses. Interdisciplinary with philosophy (ethics). One laboratory period per week. This course will meet the teaching certification requirement for a physical laboratory science. (Lab science course)

CTI 254 The Mind:
The Master Pharmacist (4 cr. hrs.)
This science course will use three different disciplines to explore the behavioral correlates that underlie addiction to psychoactive agents. Foundational will be the establishment of the process of science (scientific method) to explore basic principles of the study of drugs (pharmacology) that influence neural systems (neurobiology) and induce changes in behavior (psychology). Lab sessions will reinforce content and allow for analytical and critical development of key concepts. This course will meet teaching certification requirement for a biological laboratory science. (Lab science course)

CTI 255 Sports Science: Physics Applications and Ethical Issues (4 cr. hrs.)
This course investigates various sports-related activities in terms of the physical principles that govern them and analyzes athletic performance from the viewpoint of a physical scientist. In addition, the role that technology plays in the improvement of athletic performance is addressed along with ethical questions related to how athletes attempt to enhance athletic performance. This course will meet the teaching certification requirement for a physical laboratory science. (Lab science course)

CTI 256 The Science of Sight and Sound (4 cr. hrs.)
The nature of sound and light is addressed in the context of our auditory and visual senses. Physics of sound, anatomy and physiology of the ear and the pathway to the cerebral cortex, and the psychology of perception are drawn upon to understand the functioning of musical instruments as well as our perception of music. The richness of color sensation in nature and art is addressed by similarly drawing on the physics of light, as well as the anatomy, physiology and psychology of vision. Technological approaches to correcting ocular and auditory defects are addressed as well as means of enhancing or extending the senses of sight and hearing. This course will meet teaching certification requirement for a physical laboratory science. (Lab science course)

CTI 257 Emerging and Re-emerging Infectious Diseases: Local and Global Issues (4 cr. hrs.)
Infectious diseases are undergoing a global resurgence due to factors such as human population demographics and behavior, antibiotic resistance, environmental degradation, political and economic decisions, and public health policies. Diseases such as tuberculosis, malaria, measles, and polio continue to be of global concern, while other diseases such as Ebola, “Mad Cow” disease, and Hantavirus pulmonary syndrome make their appearance. This course will meet teaching certification requirement for a biological laboratory science. (Lab science course)

CTI 258 Astronomy and Cosmology: Observations and Theories of the Universe (4 cr. hrs.)
An interdisciplinary examination of how our conception of the universe has evolved from that of selected early societies to the modern worldview based on observations and the theories which explain them. There will be one required nighttime observing session or lab per week. This course will meet teaching certification requirement for a physical laboratory science. (Lab science course)

CTI 259 The Ecology of Food (4 cr. hrs.)
The Ecology of Food is an exploration of food from the following perspectives: the important of food (requirements for human health, supply and demand) the distribution of starvation and abundance, the ecological and economic reasons for this distribution, the amount and sources of energy involved in food production, the role of food production in sustainability issues (water, energy, and soil/nutrient supply), the economics of food and food production, various forms of agriculture used to produce food, and, finally, food security in a global marketplace in an age of terrorism. This course will meet teaching certification requirement for a biological laboratory science. (Lab science course)
Power and Justice in Society.
Interdisciplinary Courses in the Social Sciences:

CTI 275 Social Problems (4 cr. hrs.)
This course focuses on various expressions of inequality from sociological, economic, historical and psychological perspectives. Students will present oral and written reports of analyses of various social problems. There is a Service-Learning component in this course. (Interdisciplinary social science course)

CTI 277 Deviance and Discipline: Crime and Punishment in Historical Perspective (4 cr. hrs.)
This course asks students to study and apply the content and methods of history, sociology, literature and art history to the topic of criminal justice in eighteenth and nineteenth century England. Through their reading and written assignments students will grapple with a variety of materials, including statistical studies of crime, social theories of deviance, literature such as the play The Beggar's Opera and the fiction of Charles Dickens, and the paintings of William Hogarth. (Interdisciplinary social science course)

CTI 279 Economic Development and Cultural Change (4 cr. hrs.)
The course introduces students to the economic, social, political and institutional mechanisms necessary to bring about rapid and large-scale improvements in the standard of living for the masses of Africa, Asia and Latin America. Utilizing a case-study method of investigation, students will write in-class and out-of-class essays to demonstrate their understanding of both the content and the method. (Interdisciplinary social science course)

CTI 280 World War II and the Holocaust: Problems of Power and Justice (4 cr. hrs.)
The course examines the ethical and practical problems involved in fighting even a “just” war. All aspects of the greatest conflict in human history from the rise of Hitler in Germany to the Holocaust to the controversial use of the atomic bomb to end the war will be examined. Students will debate and submit argumentative essays regarding a variety of issues that arose in the context of the war. (Interdisciplinary social science course)

CTI 281 Medicine, Money, and Morals (4 cr. hrs.)
This course explores issues in the area of biomedical ethics. The interdisciplinary origin of biomedical ethics facilitates investigation into the societal impact of medicine, morality and economics. Students explore competing power structures within the health care industry from both an historical and contemporary perspective. Students analyze justice within existing and ideal health care structures with particular attention to justice for the vulnerable. (Interdisciplinary social science course)

CTI 282 Constitutional Questions (4 cr. hrs.)
This course will examine the history and theory of representative democracy in America. It will focus on key moments in the history of American constitutionalism from the Mayflower Compact to the present with special emphasis on the framing and amendment of the constitution. We will pay attention to such topics as the electoral college, federalism, the Bill of Rights, and term limits. The course incorporates historical institutional and ethical approaches to the study of American constitutionalism. This course will meet the teaching certification requirement for U.S. history and government. (Interdisciplinary social science course)

CTI 283 Synopsis of United States History and Government (4 cr. hrs.)
This course is a panoramic overview of United States history and government from the era of the American Revolution and the Articles of Confederation to contemporary debates over major constitutional issues. The content and methods of this course draw from the disciplines of history, political economy/science and philosophy. This course will meet the teaching certification requirement for U.S. history and government. (Interdisciplinary social science course)

CTI 284 School and Society in the United States (4 cr. hrs.)
This course examines the development of American schooling within the context of social history. The course focuses on four themes: the differing (often conflicting) concepts about schooling held by leading educational thinkers, the public and public policy makers; the changing relationships among schools and other education entities such as church and family; the societal and policy issues that have shaped the American educational system; and
public schooling as a promised or real agent of social change. Students in this course are expected to analyze these forces from all perspectives and to critically discern how and why the current school system evolved. Students will also be expected to identify the origins of current educational issues, be able to analyze and critically discuss those issues and formulate a personal position and/or plan of action based on that understanding. Specific lenses for analysis will include race, class, ethnicity, gender, religion and the intersection of these factors in the construction of power and justice in/through schooling in the United States. (Interdisciplinary social science course)

**CTI 285 Comparative Revolutions** (4 cr. hrs.)
We often label significant moments of change ‘revolutions.’ Such moments in time often reveal the significant differences between competing ideas and the reality of power and justice. This course will guide students through a comparative study of at least two revolutions, for example the French Revolution of 1789, the Russian Revolution of 1917, the Scientific Revolution of the 17th century, the American Revolution, the Industrial Revolution of the 18th century, etc.. Some of the key questions involved in this course will include: How do we define revolution? What causes them? What influences their outcomes? Are revolutions primarily political events or must they also involve social and/or economic change? Who participates in revolution and why? Are some revolutions failures and others successful? (Interdisciplinary social science course)

**CTI 286 Gender, Power, and Justice** (4 cr. hrs.)
Gender, like race and class, is one of the fundamental categories that have affected, if not determined, one’s experience of power and justice. This course looks in particular at the experiences of women and men from the 18th century to the present. It examines both the theory and reality of women’s roles in the family, the work place, and the state and how those have changed over time. (Interdisciplinary social science course)

**Level III: The Core Capstone**

**CTI 401 Birth by Any Means?** (4 cr. hrs.)
In the United States today, Assisted Reproductive Technology (ART) is a virtually unregulated field of medical practice. In this capstone course, students will consider competing ethical frameworks on the technological creation of life. Students will also develop careful proposals on whether and how to regulate ART in a variety of settings, from the law and public funding to counseling briefs for hospitals.

**CTI 402 Capitalism and Democracy: What is a Good Society?** (4 cr. hrs.)
This course examines the challenges, the dilemmas, and the fundamental issues at stake in creating democratic political systems with market economies. It also explores the stresses placed by globalization on developed capitalist democracies today.

**CTI 403 Plague, Piety and Public Policy** (4 cr. hrs.)
This course will examine social and ethical responses to pandemic diseases, specifically the bubonic plague of the 14th century, and AIDS. After exploring biological, ethical and social aspects of plague, students will offer recommendations and debate the appropriate policy response to AIDS.

**CTI 404 State and Society** (4 cr. hrs.)
This course will focus on current debates over the proper scope of the public sector in American life. Students will examine contending perspectives on where and how to draw the line between the public and the private. The contending perspectives might include libertarianism and social justice liberalism, as well as Roman Catholic and Calvinist views of “natural law.” Students will then consider two current public questions: the regulation of tobacco and school vouchers.

**CTI 406 Capital Punishment** (4 cr. hrs.)
This course will examine the current debate surrounding capital punishment. Students in this course will examine arguments in favor of and against the death penalty in the United States, and will also investigate the differing religious opinions, both Christian and non-Christian, that exist concerning this topic. Finally students will learn about the role that scientific evidence, specifically DNA testing, plays in this debate, and will also learn about the social justice issues that are imperative to understanding this topic.

**CTI 408 Health Care at Any Cost?** (4 cr. hrs.)
As health care costs stretch our national resources, we are faced with choices about personal and societal health. In this course, students will explore...
the current U.S. health care system and how health values are shaped by and shape consumerism. We examine justice in health care and how current trends will impact future health care delivery. Students will critically appraise selected issues relating to health care and use a research process for analyzing cost in managed health care situations.

CTI 409 Immigration: Do Good Fences Make Good Neighbors? (4 cr. hrs.)
This course will examine the issue of U.S national identity as found in our conceptions of citizenship and national boundaries. We will raise these questions: What does it mean to be an American? What should it take to enter the United States legally? What does it mean to acquire United States citizenship? The goal of this examination will be to understand how various conceptions of national identity, citizenship, and national borders shape the current debates over immigration policy. After exploring the ethical, economic, biological and social issues regarding immigration, students will create an immigration policy. That policy will be assessed as to its internally consistency, fit with the U.S. Constitution, moral soundness, and comprehensiveness in defining the bounds of legal immigration as well as consequences of illegal entry.

CTI 410 Private Solutions for Public Problems: In Billionaires We Trust (4 cr. hrs.)
Increasingly, high profile individuals and corporations from are using their dollars and influence to try to solve social problems. In doing so, they are effectively creating public policy despite their status as private citizens. This course examines the role of private philanthropy in solving public problems. The ethics and values of philanthropy rooted in the evolution of the third sector, primarily in the United States, will be analyzed. Attention will be given to legal and philosophical issues associated with philanthropic endeavors, including the social responsibility of the corporation, looking at how profit motive interacts with social causes. We will discuss models of philanthropic and charitable organizations, their operational practices, and issues arising from their existence and activities. In order to frame our discussion on philanthropy, each semester a major global issue currently being impacted by private philanthropy will be addressed, such as climate change or the global AIDS epidemic.
Applied Critical Thought and Inquiry (ACT-In)

Associate Dean: Ron Witzke

Goals for Student Learning

Students seeking a major in Applied Critical Thought and Inquiry (ACT-In) will couple the requirements for Academic Core Curriculum, Critical Thought and Inquiry (CTI), with applied learning experiences from three areas: Disciplinary Scholarship, Reflective Citizenship, and Active Engagement. The learning goals for this major are listed under the Academic Core Curriculum section of the catalog.

The goals of the applied learning experiences are:

- To enable students to integrate interdisciplinary intellectual skills and studies with practical activities beyond the CTI classroom;
- To strengthen campus engagement by encouraging individual and collective partnerships, careful reflection, and sustained impact on our community;
- To allow students to successfully demonstrate through action the benefits of a high quality liberal arts education by purposefully and specifically making connections between the classroom and the world.

The required applied learning experiences complement the Core experience by providing opportunity for students to “do” critical thought and inquiry in three additional settings valued by the college. Students will be required to ACT-In (Applied Critical Thought and Inquiry) the discipline, ACT-In the world, and ACT-In the community (campus and local). The major is constructed to strengthen the relationship between (1) the Academic Core Curriculum and the academic majors by connecting the two through applied learning in disciplinary scholarship,(2) the Academic Core Curriculum and programs that lead toward reflective citizenship via the second applied learning experience, and (3) the Academic Core Curriculum and experiential learning opportunities via the third applied learning experience. The intent is to reinforce the value-added nature of these experiences in contributing to the overall educational experience of a William Jewell College student.

The Major
(not allowed to be a student’s primary major)

Requirements:
To obtain a major in Applied Critical Thought and Inquiry, a student is required to

1. Complete the curricular requirements in the Critical Thought and Inquiry Core Curriculum (38 credit hours with a grade of C- or better in each course), and
2. Complete three applied learning experiences, one from each of the following categories:

Disciplinary Scholarship:
Evidenced by completion of an upper level seminar or research course in the student’s major (other than ACT-In) that offers the opportunity for inquiry through discovery, integration, or application using the appropriate intellectual tools for the discipline or completion of a college Honors Project.

Reflective Citizenship:
Evidenced by a student actively engaging another culture or issues/challenges of our contemporary world, which may include but are not limited to challenges associated with racial and ethnic differences, social inequities (gender, sexuality, economic), global concerns, environmental or sustainability concerns, or other contemporary citizenship issues through completion of a service-learning project, mission trip or study away.

Active Engagement:
Evidenced by sustained engagement with one’s community (local or college), which includes activities like a leadership experience (multiple options), an internship, a practicum (nursing clinical or student teaching), and participation in college-sanctioned co-curricular endeavors, etc. [The intent of this category is to provide students opportunity and encouragement to “apply” the abstract in settings that have meaning and motivation for students, thus strengthen the learning effect that occurs in the academic setting of the core curriculum.]

A complete list of approved activities can be found on the college’s website or by contacting the Associate Dean.
Art Department and Stocksdale Gallery

Chair: Assistant Professor Rob Quinn
Professor: Nano Nore

The following Art Department learning outcomes are designed to be in line with program standards recommended by the National Art Education Association, the Missouri Department of Elementary and Secondary Education art education competencies, the National Association of Schools of Art and Design, and the Interstate New Teacher Assessment and Support Consortium.

Goals for Student Learning

William Jewell College Art and Art Education majors:

- Demonstrate studio art production skills and a well-developed understanding of their own art-making processes, qualities, and techniques;
- Are knowledgeable about the use of traditional and new technologies, materials, and techniques related to visual arts production;
- Are knowledgeable about the cultural and historical contexts surrounding works of art;
- Develop meaningful interpretations and judgments about their own artworks and the works of other artists;
- Understand the aesthetic, creative, and philosophical issues and perspectives related to the visual arts;
- Recognize the interdisciplinary relationships of the visual arts with the fine arts and other disciplines.

The department offers one major and two minors. The major in art leads to a Bachelor of Arts (BA) degree. A minimum of 37 hours of art courses is required with a maximum of 40 hours allowed toward degree requirements. The department also offers minors in Art History and Studio Art. A grade of C- or higher is required in each course for the major or the minor. Transfer students must complete at least 12 hours in art courses at Jewell before graduating with an Art degree. All art majors (including those students with art as a second major) must complete the requirements for the BA degree.

The Major

Art

Required Courses

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<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Hours</th>
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<tbody>
<tr>
<td>ART 125</td>
<td>Drawing I</td>
<td>3</td>
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<tr>
<td>ART 225</td>
<td>Drawing and Painting II</td>
<td>3</td>
</tr>
<tr>
<td>ART 325</td>
<td>Drawing and Painting III</td>
<td>3</td>
</tr>
<tr>
<td>or ART 310</td>
<td>Illustration</td>
<td>3</td>
</tr>
<tr>
<td>ART 250</td>
<td>Western Art History I</td>
<td>4</td>
</tr>
<tr>
<td>ART 251</td>
<td>Western Art History II</td>
<td>4</td>
</tr>
<tr>
<td>ART 351</td>
<td>Modern and Contemporary Art History</td>
<td>3</td>
</tr>
<tr>
<td>ART 203</td>
<td>Visual Design</td>
<td>3</td>
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<tr>
<td>ART 303</td>
<td>Sculpture</td>
<td>3</td>
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<tr>
<td>ART 312</td>
<td>Printmaking</td>
<td>3</td>
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<tr>
<td>ART 498</td>
<td>Senior Portfolio</td>
<td>1</td>
</tr>
<tr>
<td>ART 499</td>
<td>Senior Seminar Exhibit</td>
<td>1</td>
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</tbody>
</table>

The following courses are recommended for an art major who is interested in graphic design:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>BUS 201</td>
<td>Organization and Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 305</td>
<td>Marketing Principles</td>
<td>3</td>
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<tr>
<td>ENG 220</td>
<td>Business Writing</td>
<td>4</td>
</tr>
<tr>
<td>BUS 266</td>
<td>Business Information Systems I</td>
<td>2</td>
</tr>
<tr>
<td>BUS 267</td>
<td>Business Information Systems II</td>
<td>2</td>
</tr>
<tr>
<td>ART 110</td>
<td>Computer Graphics I</td>
<td>3</td>
</tr>
<tr>
<td>ART 210</td>
<td>Computer Graphics II</td>
<td>3</td>
</tr>
</tbody>
</table>

Art with Teacher Certification

Students majoring in art may receive certification to teach art in grades K-12 in the State of Missouri. Procedures to be followed in obtaining teacher certification are included in the Student Handbook for Teacher Certification. Specific course requirements for all certification programs may be found on check sheets available in the Education Department office. Art education majors are advised to have successfully
completed the majority of their art hours before student teaching senior year.

**The Minors**

**Art History**
A minor in art history allows students to receive a concentrated core foundation in a variety of art history periods and topics while pursuing majors in other disciplines. Overseas art history tutorials may earn credit towards the minor. Total 21 hours minimum.

**Required Courses**
- ART 250 Art History I (4)
- ART 251 Art History II (4)
- ART 351 Modern Art History (3)
- ART 451 Art History Capstone (1)

**Designated Electives** (select nine hours more)
- ART 353 Independent Study Paper (3 or 4)
- ART 453 Independent Study Paper (3 or 4)
- CTI 204 Visual Art and Culture (4)
- CTI 210 Film Worlds (4)
- CTI 235 The Sacred Image (4)

**Studio Art**
A minor in studio art allows students to receive a core foundation in studio art applications while pursuing other disciplines. Students working toward a minor in studio art must satisfactorily complete a minimum of 9 credit hours in residence.

**Required Courses**
- ART 105 Ceramics (3 or 4)
- ART 125 Drawing I (3)
- ART 203 Visual Design (3)
- ART 225 Drawing and Painting II (3)
- ART 303 Sculpture (3)
- ART 250 or 251 Art History (4)
- ART 499 Senior Exhibit (1)

**Course Descriptions**

**ART 105, 205, 305 Ceramics I, II, and III (1-4 cr. hrs.)**
Hand-constructed and wheel-thrown pottery. Basic glazing techniques.

**ART 110 Computer Graphics I (3 cr. hrs.)**
Use of Adobe Photoshop, Illustrator, or other software applications, as well as using scanners and other digital devices in order to create graphic images. Fall semester.

**ART 210 Computer Graphics II (3 cr. hrs.)**
Continuation of various software applications with opportunities to explore Web design and media. Spring semester.

**ART 125 Drawing I (3 cr. hrs.)**
Basic drawing techniques with some wet media.

**ART 225 Drawing and Painting II (3 cr. hrs.)**
Advanced drawing; introduction to oil painting techniques. **Prerequisite:** ART 125

**ART 325 Drawing and Painting III (1-3 cr. hrs.)**
Advanced painting. **Prerequisites:** ART 225, 203. ART 310 may substitute for this course.

**ART 160 Fibers (2 cr. hrs.)**
Traditional papermaking techniques are used with preparation of fibrous materials used for paper and sculptural pulp manipulation. Required for art education majors. Spring Semester.

**ART 203 Visual Design (3 cr. hrs.)**
Fundamental explorations into the elements of art in a variety of graphic media.

**ART 226, 326 Figure Drawing I and II (2 cr. hrs. each)**
**ART 230, 330 Photography I and II (3 cr. hrs. each)**
These courses cover traditional 35mm black and white image-making and processing. Film and darkroom print processing are covered, as well as the basic development of skills and understanding to enhance design, composition, and visual communication in the medium. Students will provide their own 35mm SLR camera. ART 230 is a prerequisite for ART 330.

**ART 250 Western Art History I (4 cr. hrs.)**
Survey of Prehistoric, ancient Egyptian, Mesopotamian, Greek, Roman, Islamic, Christian (early, Byzantine, medieval) through Gothic visual art and architecture. Fall semester.

**ART 251 Western Art History II (4 cr. hrs.)**
Survey of visual art and architecture beginning with the Early Renaissance to Baroque, Rococo to Neoclassicism, Romanticism to Realism, Impressionism to Post Impressionism. ART 250 recommended but not required. Spring semester.

**ART 331 Digital Photography and Imaging (3 cr. hrs.)**
This elective course will include the fundamentals of digital camera operation and digital image capture; image processing and file archiving; image manipulation with computer software applications; alternate imaging processes with
scanning and other digital media; and creative multi-media use of digital images. Students will provide their own digital camera capable of at least a four mega-pixel resolution.

**ART 351 Modern and Contemporary Art History** (3 cr. hrs.)
This is a survey of art, artists’ writings and aesthetics beginning in the 1890s to the present. It centers around not only the object, but its historical settings, aesthetics and artists’/critics’ writings. **Prerequisite:** ART 251 or permission of instructor.

**ART 303 Sculpture** (3-4 cr. hrs.)
Three-dimensional and sculptural design. **Prerequisites:** ART 125, 203. Fall semester.

**ART 310 Illustration** (3 cr. hrs.)
Traditional techniques and materials of drawing, layout, lettering, painting, and design are used to create graphic images related to advertising, marketing, and commercial art.

**ART 312 Printmaking** (3 cr. hrs.)
Basic techniques and experiments in monotypes and relief printing, intaglio and dry point, and serigraphy. **Prerequisites:** ART 125, 203. Fall semester.

**ART 353, 453 Independent Study Papers** (3-4 cr. hrs.)

**ART 451 Art History Capstone** (1-3 cr. hrs.)
In this course the student will write a research paper. A selected topic will be chosen in consultation with the instructor. Topics may cover specific historical and/or geographical arenas, purpose, and iconography as studied through the visual arts.

**ART 498-499 Senior Capstone**
The final course work of the art major covers the “business” of art; career explorations; all aspects of gallery work; resumé writing; preparation of visual works for gallery exhibition, documentation via print, slides and digital (for web) to create portfolios, and concludes with senior exhibition. Weekly class/consultation with seminar instructor and/or gallery director.

**ART 498 Senior Portfolio** (1 cr. hr.)
Fall semester.

**ART 499 Senior Seminar Exhibit** (1 cr. hr.)
Spring semester.
Biochemistry

Goals for Student Learning
Graduates of William Jewell College with a major in biochemistry:

- Are literate about chemistry and cell and molecular biology.
- Communicate with the scientific community.
- Develop expertise in the methodologies of the laboratory.
- Rediscover and develop innate intellectual curiosity.
- Think critically as scientists.
- Participate in the community of research and discovery.
- Function in a community of learners.
- Develop a basic understanding of biochemical principles, facts, and concepts.
- Are exposed to ethical decision making.

The Departments of Chemistry and Biology jointly offer a major in biochemistry. The major leads to a Bachelor of Arts (BA) degree.

The Major

Biochemistry

A grade of C- or higher is required in each course in the major. Students working toward a major in biochemistry who transfer credit from other institutions must satisfactorily complete in residence a minimum of 16 hours of the required courses in biology or chemistry courses numbered over 200. Courses in chemistry and biology that are more than ten years old will not normally be counted toward the major. Students majoring in biochemistry must complete all requirements for the BA degree.

Prospective biochemistry majors may apply for admission into the major after completing the following three courses: CHE 122, CHE 206, and BIO 233. The student's GPA must be a minimum of 2.5 in biology and chemistry courses and 2.5 overall in order for the student to be accepted into the major. Students must be admitted to the major before beginning the research sequence or taking 400-level coursework.

Students will not be permitted to double major in chemistry and biochemistry or in Oxbridge molecular biology and biochemistry. Refer to the Biology and Chemistry sections of this catalog for descriptions of individual courses.

<table>
<thead>
<tr>
<th>Required Courses</th>
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</thead>
<tbody>
<tr>
<td>CHE 122</td>
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<tr>
<td>CHE 205</td>
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<tr>
<td>CHE 206</td>
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<td>CHE 301</td>
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<td>CHE 302</td>
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<tr>
<td>CHE 401</td>
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<td>CHE/BIO 450</td>
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<td>BIO 233</td>
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<td>BIO 234</td>
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<tr>
<td>BIO 321</td>
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<tr>
<td>BIO 452</td>
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<tr>
<td>BIO 360, 361, 460, &amp; 461</td>
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<tr>
<td>or CHE 310, 315, 410, &amp; 415</td>
</tr>
<tr>
<td>PHY 111-112 or PHY 213-214</td>
</tr>
<tr>
<td>MAT 200 or higher</td>
</tr>
</tbody>
</table>
Bioethics

Goals for Student Learning
Graduates of the William Jewell College bioethics program:

• Demonstrate a basic understanding of contemporary moral philosophy;
• Develop a basic understanding of biological principles, facts and concepts;
• Develop a basic understanding of chemical principles, facts and concepts;
• Develop expertise in the methodologies of field and lab;
• Learn to think critically in interdisciplinary contexts;
• Develop research and communication skills related to philosophical and scientific investigation.

The Bioethics major, which leads to a Bachelor of Arts degree, is designed for students who want to pursue an interdisciplinary study of science and ethics. All students will obtain a basic grounding in the fields of biology and chemistry, and then explore the application of contemporary moral theory in both biomedical and environmental contexts. Students will also reflect upon fundamental philosophical questions pertaining to the scientific enterprise itself. Finally, all students will finish their study with a semester-long practicum, in collaboration with a bioethicist, where they can relate what they have learned in the classroom to concrete situations in the work environment. Students majoring in bioethics must complete all requirements for the BA degree.

The Major
Bioethics

Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 133</td>
<td>Evolution and Ecology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 234</td>
<td>Genetics</td>
<td>4</td>
</tr>
<tr>
<td>BIO 233</td>
<td>Cell and Molecular</td>
<td>4</td>
</tr>
<tr>
<td>or OXS 250</td>
<td>Genes</td>
<td>4</td>
</tr>
<tr>
<td>CHE 122</td>
<td>General Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>CHE 205</td>
<td>The Informed Chemist*</td>
<td>1</td>
</tr>
<tr>
<td>CHE 206</td>
<td>Analytical Chemistry</td>
<td>4</td>
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<tr>
<td>CHE 301</td>
<td>Organic Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>CHE 302</td>
<td>Organic Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>PHI 202</td>
<td>Ethics</td>
<td>4</td>
</tr>
<tr>
<td>PHI 353</td>
<td>Environmental Ethics</td>
<td>4</td>
</tr>
<tr>
<td>PHI 362</td>
<td>Medical Ethics</td>
<td>4</td>
</tr>
<tr>
<td>PHI 357</td>
<td>Contemporary Philosophy of Science</td>
<td>4</td>
</tr>
<tr>
<td>BTH 400</td>
<td>Bioethics Practicum</td>
<td>4</td>
</tr>
</tbody>
</table>

Incoming bioethics students should enroll in BIO 133. Students studying bioethics with the intention of going to medical or graduate school and who are prepared for calculus will need to take CTI 104. Students with a strong background in chemistry and math should enroll in CHE 122 or otherwise wait and enroll in CHE 121 in the spring.

*CHE 205 is not required of students whose primary major is Oxbridge Molecular Biology.

Course Description

BTH 400 Bioethics Practicum (4 cr. hrs.)
The goal of this course is to provide an exposure to the application of bioethics. It is intended as a practical counterpart to the theoretical knowledge base acquired in the philosophy and science core courses. Students will be expected to integrate their theoretical knowledge with basic approaches and skills, in order to demonstrate their understanding of ethical principles and how they are used in resolving ethical problems. Students will complete a 50-hour practicum, participate in weekly seminars, and write a research paper.
**Biology**

**Chair:** Associate Professor Tara Allen  
**Professor:** Paul Klawinski  
**Associate Professor:** Scott Falke  
**Assistant Professors:** Jennifer Moody-Weiss and Wei Wu

**Goals for Student Learning**

Graduates of the William Jewell College biology program:

- Are literate about biology;
- Communicate with the scientific community;
- Develop expertise in the methodologies of lab and field;
- Rediscover and develop innate intellectual curiosity;
- Think critically as scientists;
- Participate in the community of research and discovery;
- Function in a community of learners;
- Develop a basic understanding of biological principles, facts, and concepts;
- Are exposed to ethical decision making.

The department offers six majors (biology, biochemistry, bioethics, clinical laboratory science, Oxbridge: Molecular Biology, and science & technology management). For further information on the majors other than biology, refer to those sections of the catalog. For biology majors, admission into the department requires the completion of three biology classes of at least 4 credit hours each, including BIO 133 and 134 or the equivalent; a GPA minimum of 2.5 in biology and 2.5 overall; and a formal application including a self-assessment form. After admission into the program, students will complete a four-semester Senior Thesis. Students must have a G.P.A. minimum of 2.5 in biology and 2.5 overall to begin the project. Students must complete a thesis to graduate with a major in biology. Those who select biology as a second major must complete all requirements for the BA degree.

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**The Major**

**Biology**

The major in biology leads to a Bachelor of Arts (BA) degree. Upon completion of a biology major, a student will have been exposed to a broad biology background while having had the opportunity to explore specific areas of interest through a senior thesis project. A degree in biology would allow a student to pursue careers in education, research, medicine, biotechnology, conservation, and industry either through immediate entry into the career or further study at the graduate level.

The department also offers opportunities for study outside the traditional major. Those interested in careers in health-related fields may add a concentration in pre-physical therapy or pre-medicine or earn a BS degree in clinical laboratory science. For those interested in applied professions relating to the environment, William Jewell offers a three-two program with Duke University leading to a Master of Forestry degree or a Master of Environmental Management degree. Applicants for this liberal arts/environment program should indicate their intentions at the time of enrollment in college. Further details of the program are available in the pre-professional section of the catalog.

Students majoring in biology may receive certification to teach biology in grades 9-12 in the state of Missouri by double majoring in biology and secondary education. Procedures to be followed in obtaining teacher certification are included in the Student Handbook for Teacher Certification. Specific course requirements for all certification programs may be found on check sheets available in the Education Department.
The Core
BIO 133 Evolution and Ecology (4)
BIO 134 Biological Diversity and Design (4)
BIO 135 Introduction to Biological Investigation (1)
BIO 233 Cell and Molecular Biology (4)
BIO 234 Genetics (4)

Required Courses

Upper-level Electives
One course from each of the following groupings:
Botany, Zoology, Cell & Molecular Field. (BIO 243 Human Anatomy and BIO 250 Human Physiology may not be taken to satisfy the requirements for a biology major.)

Botany
BIO 310 Plant Biology (4)
BIO 444 Plant Ecology and Conservation (4)

Zoology
BIO 312 Entomology (4)
BIO 357 Animal Behavior (4)

Cell and Molecular
BIO 321 Microbiology (4)
BIO 351 Cell Physiology (4)
BIO 450 Biochemistry (4)
BIO 452 Molecular Genetics (4)

Field
BIO 309 Conservation Biology (4)
BIO 453 Ecology (4)

Senior Thesis
BIO 360, 361, 460, 461 (1 hour each) (4)

Cognate Field Courses
CHE 122 General Chemistry II (4) or equivalent is required
CHE 301 Organic Chemistry (4) is strongly recommended
PHY 111 College Physics (4) or PHY 112 College Physics (4) is required
Two semesters of physics is strongly recommended
CTI 104 Applied Calculus & Statistics (4) is strongly recommended

Only grades of C- or higher will be accepted as satisfying the biology major requirements. Transfer students must complete a minimum of twelve hours of biology courses in residence at William Jewell College.

These courses are the minimum requirements to complete the Biology degree.

Course Descriptions

BIO 126 Introduction to Microbiology (4 cr. hrs.)
The structure, genetics and physiology of both bacteria and viruses will be explored. This basic knowledge will be utilized to understand disease mechanisms using a systems approach that correlates important human diseases with both human organ systems and causative microbial agents. Selected topics in immunology and public heath will complement the course material. The laboratory will introduce the methods used to isolate, culture, stain, visualize, and identify microorganisms. Prerequisite: CHE 113 or an equivalent course. Spring semester.

BIO 133 Evolution and Ecology (4 cr. hrs.)
This is the first of a four-semester introductory sequence of courses for the biology major and introduces students to the topics of evolution and ecology. The principles of ecology are studied from the individual to ecosystem level. The principles of evolution are examined, including macro- and micro-evolutionary processes. The course includes one laboratory session each week. Required of all biology majors. Fall semester.

BIO 134 Biological Diversity and Design (4 cr. hrs.)
A survey of living organisms examining the 3 domains of life (Bacteria, Archaea, and Eukarya) with emphasis on Eukaryotes including protists, fungi, plants, and animals. The survey will focus on evolutionary relationships, structure and function of physiological systems and ecological and economic importance of organisms. The morphology and physiology of plants and animals will be covered in detail, examining how these organisms cope with environmental stresses. This course includes one laboratory session each week. Required of all biology majors. Prerequisite: None. Spring semester.

BIO 135 Introduction to Biological Investigation (1 cr. hr.)
An introduction to skills necessary to be a successful biology major, including computer literacy, library research, scientific writing and keeping laboratory and field notebooks. Research opportunities, both in the department and off-campus through internships, will be discussed, as well as career options in biology.

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Ethical issues relevant to biological research will be examined. Required of all biology majors. **Prerequisite:** None. Fall semester.

**BIO 233 Cell and Molecular Biology (4 cr. hrs.)**

An introduction to the cellular and molecular levels of biological organization. The students will investigate the numerous, complex events which occur in the life of a cell. The structure and function of both prokaryotic and eukaryotic cells will be explored. This survey includes the principles of bioenergetics, cell metabolism and its regulation, photosynthesis, membrane transport, enzyme catalysis, gene expression, and the cell cycle. The laboratory experience will utilize cellular and molecular biological techniques to explore these concepts further. This course includes one laboratory session each week. Required of all biology majors. **Prerequisites:** None. Fall semester.

**BIO 234 Genetics (4 cr. hrs.)**

This course involves the study of classical, population and basic molecular genetics. Classical genetics will include the study of Mendelian genetics, chromosomal and cytogenetics, and quantitative inheritance. The principle and applications of molecular genetic technology will be emphasized in the second part. Student learning will occur mainly by solving problems, group work and investigative laboratories. This course includes one laboratory session each week. Required of all biology majors. **Prerequisites:** BIO 233; CTI 103 or equivalent. Spring semester of even-numbered years.

**BIO 243 Human Anatomy (4 cr. hrs.)**

An introduction to the form of the human body. All organ systems will be considered. Some aspects of development of postnatal growth will also be discussed. Does not apply toward a biology major. This course includes one laboratory session each week. Spring semester.

**BIO 250 Human Physiology (4 cr. hrs.)**

A comprehensive study of the function of all organ systems of the human body with a focus on their role in maintaining a constant internal environment (homeostasis). This course includes one laboratory session each week. Does not apply toward a biology major. **Prerequisites:** BIO 243. Fall semester.

**BIO 309 Conservation Biology (4 cr. hrs.)**

Conservation Biology applies ecological principles to practical issues in the conservation of nature and natural resources. Topics of special interest in conservation biology are species diversity, demography, disturbance, habitat fragmentation, genetics, reserve design, economics, politics, and the role of humans in disturbed ecosystems. Practical application of ecological theory will be stressed in both the lecture portions of the course, as well as in the lab where students will examine habitat fragmentation, resource utilization, species diversity, etc., in the expanding urban landscape of the greater Kansas City metropolitan area. The course includes one laboratory session each week. **Prerequisite:** BIO 133. Spring semester of odd-numbered years.

**BIO 310 Plant Biology (4 cr. hrs.)**

A survey of photosynthetic organisms, including their morphology, physiology, ecology, systematics and economic importance. The course includes one laboratory session each week. **Prerequisites:** BIO 133, 134. Fall semester of even-numbered years.

**BIO 312 Entomology (4 cr. hrs.)**

A study of the morphology, life histories, evolution, and ecological and economic significance of the major insect groups. The course includes one laboratory session each week. **Prerequisites:** BIO 133 and 134. Spring semester of odd-numbered years.

**BIO 321 Microbiology (4 cr. hrs.)**

Study of the structure, physiology, genetics, taxonomy and ecology of microbes, to include Eukarya, Prokarya, and viruses, including study of the immune response to those agents. **Prerequisites:** BIO 233; CHE 122 or currently enrolled in CHE 122. The course includes one laboratory session each week. Fall semester of even-numbered years.

**BIO 351 Cell Physiology (4 cr. hrs.)**

A study of the structure, function, and molecular biology of cells. Will include a discussion of how various cellular events relate to the functioning of the entire organism. This course will discuss membrane structure & function, membrane transport processes, cellular metabolism, and cellular signaling. **Prerequisites:** BIO 233; CHE 122. The course includes one laboratory session each week. Fall semester of odd-numbered years.

**BIO 357 Animal Behavior (4 cr. hrs.)**

This course will consider the underlying principles
Biology

that determine how an animal behaves. Animal behavior will be considered from a variety of perspectives, including: genetic, physiological, evolutionary, and ecological. The course includes one lab period per week. **Prerequisites:** BIO 133, BIO 134. Spring semester of even-numbered years.

**BIO 444 Plant Ecology and Conservation (4 cr. hrs.)**
This course will examine the interactions between plants and their environment (both biotic and abiotic) at several levels of organization from individuals through populations, communities, and ecosystems. The effect of spatial distributions within a landscape on these interactions will also be considered. The conversation aspects of these topics will be emphasized, focusing on prairie restoration and invasive species. **Prerequisites:** BIO 133, 134. Spring semester of odd-numbered years.

**BIO 450 Biochemistry (4 cr. hrs.)**
A detailed course in biochemistry which includes a study of the occurrence, structure, function, and metabolism of biologically important molecules. There is an emphasis on molecular species such as carbohydrates, lipids, amino acids, proteins, and nucleic acids. The course includes work in the laboratory. The course may be credited toward a biology, biochemistry, or chemistry major, as the student elects, but it cannot count toward more than one major. **Prerequisites:** BIO 233, CHE 301, and/or currently enrolled in CHE 302, and admission to the major (Biology, Chemistry, or Biochemistry). Spring semester in even-numbered years. Also listed as CHE 450.

**BIO 452 Molecular Genetics (4 cr. hrs.)**
A detailed experimental analysis of the molecular biology of genes. Emphasis will be placed on principle of gene manipulation and its associated techniques in bacterial system. Topics will include the molecular mechanisms of DNA replication, recombination and repair, the process and regulatory control of gene expression, the characterization and generation methods of mutations, genetic analytical tools and gene transfer processes. The course includes one laboratory session each week emphasizing molecular techniques to manipulate DNA and analyze gene expression. **Prerequisite:** BIO 234. Spring semester in odd-numbered years.

**BIO 453 Ecology (4 cr. hrs.)**
The study of ecological principles and how they relate to population, community, and ecosystem ecology. Application of principles to specific problems will be emphasized. Field work will include investigation of ecological principles as well as independent data collection and statistical analysis. The course includes one field trip/lab per week. Saturday field trips or trips covering several days may occur. **Prerequisites:** BIO 133, 360, 361, 460, 461. Fall semester of odd-numbered years.

**BIO 360, 361, 460, 461. Senior Thesis (1-3 cr. hrs. each.)**
A four-course laboratory, field or library research project is required for the major. BIO 360 (1-3 cr. hrs.), the first course in the Senior Thesis, is generally taken the fall of the junior year and will involve mainly library research. BIO 461 (1-3 cr. hrs.) is generally taken the last semester of the senior year and will require presenting, in written and oral form, the results of the research project. BIO 361 and 460 (1-3 cr. hrs. each) will involve lab, field or library research. **Prerequisites:** admission to the major and GPA minimums of 2.5 in biology and 2.5 overall.
Business and Leadership

The Majors

Accounting

Goals for Student Learning
Graduates obtaining the Bachelor of Science degree in Accounting will:

- Discern the substance of an economic event, which may be different from its appearance;
- Understand the financial and non-financial decision-making relationships (models) and use those for communicating information;
- Interact with others with a professional demeanor, including, but not limited to expressing oneself clearly in both written and oral forms of presentation and understanding the ethical standards of the accounting profession;
- Understand and use the functional core accounting competencies suggested for the profession by the American Institute of Certified Public Accountants and the Institute of Management Accountants.

Students seeking a BS in accounting must achieve a grade of C- or better in each course required for the major. Transfer credit, awarded on a case-by-case basis, may be applied toward required courses in the major upon review by Jewell accounting faculty. A transferred accounting course will be deemed the equivalent of a Jewell accounting course only if credit for the transferred class is equal to or greater than the credit for the Jewell class. In special circumstances, after review by the Jewell accounting faculty, one semester credit hour may be offered for fulfilling a one-hour deficiency in the case of a transfer course lacking one credit hour to be equivalent. In such a case, the Jewell accounting faculty member teaching the Jewell accounting course for which the transfer credit will substitute, will supervise the one hour’s study. (This transfer policy applies to students new to Jewell. Current students are required to earn their accounting credit at Jewell.) First-year students who plan to major in Accounting are encouraged to take ACC 211 Fundamentals of Financial Accounting (4) during the spring of their first year.

Most states require students to have completed 150 hours of college credit to qualify for taking the CPA examination. Students who intend to take the CPA exam upon graduation may qualify for a 9th semester at a reduced tuition rate. The student must have made application and be eligible to sit for the CPA examination at the end of the 9th semester. Application for the reduced tuition rate must be made at least two semesters prior to the 9th semester. Special dispensation will be given to allow students to take advantage of overseas studies or special internship opportunities.

Required Courses

- ACC 211 Fundamentals of Financial Accounting (4)
- ACC 266 Accounting Information Systems I (2)
- ACC 311 Intermediate Financial Accounting I (4)
- ACC 312 Intermediate Financial Accounting II (4)
- ACC 335 Income Tax (4)
- ACC 341 Cost Accounting I (4)
- ACC 342 Cost Accounting II (2)
- ACC 411 Advanced Accounting (4)
- ACC 431 Auditing (4)
- ACC 451 Seminar in Accounting (2)
- BUS 201 Organization and Management (3)
BUS 231  Business Law I (3)
BUS 232  Business Law II (3)
BUS 267  Business Information Systems II (2)
BUS 315  Financial Management (3)
BUS 318  Elementary Statistics for Business and Economics (4)
ECO 201  Principles of Microeconomics (3)
ECO 202  Principles of Macroeconomics (3)

Individual Projects in Accounting
Opportunities to pursue study in topics of particular interest are provided in independent studies with consent of instructor.
ACC 360  Independent Studies in Accounting (1-3)
ACC 460  Independent Studies in Accounting (1-3)
ACC 481  Accounting Internship (1-6)

Business Administration
Goals for Student Learning
Graduates obtaining the Bachelor of Arts degree in Business Administration will:

• Be proficient in the measurement of financial information, the accounting cycle and the analysis and preparation of statements, cost-volume-profit analysis, job ordering costing, systems design and standard costs and variances;

• Understand fundamental economic concepts and methods and their application to the firm, industry, and national and international markets;

• Understand the functions of business and management and the legal environment in which they operate;

• Understand the concepts of microcomputers and their operating systems, the elements of software design, word processing, spreadsheets, data base concepts and presentation graphics, and their applications in business;

• Understand the management of human behavior in the business organization in order to enhance individual and organizational performance.

• Understand and be able to apply the fundamental strategies of pricing, promotion and distribution of ideas, goods, and services;

• Have a basic grasp of financial principles, including the relationship between risk and return, the valuation of stocks and bonds, project analysis, capital budgeting and financial planning and forecasting;

• Be proficient in the analysis, interpretation, and presentation of statistical data;

• Understand the implications of major international strategic business issues;

• Grasp the fundamentals of strategic management and apply it in case studies and real situations;

• Understand and internalize the ethical and social responsibilities involved in business and management.

Graduates obtaining the Bachelor of Science degree in Business Administration will achieve proficiency in the competencies listed immediately above, plus proficiency in their chosen field of emphasis.

Students choosing the Banking and Finance emphasis will:

• Understand the applied use of technology in banking and finance;

• Be proficient in the use of mathematical techniques and applications in banking and finance;

• Understand the monetary and banking system;

• Understand basic investing and portfolio management techniques;

Students choosing the Marketing emphasis will:

• Understand the elements of visual design that compliment strategic integrated marketing communication work;

• Connect the coordination of personal selling techniques and sales force management activities to drive profits and build customer relationships;

• Be competent in determining information needs for improved decision making and, using the research process itself, demonstrate skills to design and complete an applied field study experience which ends with writing a formal report and delivering a professional presentation.

Students choosing the Entrepreneurial Leadership emphasis will:

• Understand the applied use of technology in the innovation, implementation and management process;
Business and Leadership

• Be competent in the techniques of motivating and managing employees;
• Conceptualize new businesses, including the business plan, funding, implementation, risk assessment, and management;
• Understand the leadership process as it applies to business and value creation.

Business Administration (Bachelor of Arts)

All students majoring in business administration complete the BA core courses in business administration (see course listing below). Students who elect to add an area of emphasis and complete the BS degree can do by adding one additional course (BUS 267) together with the courses required for the emphasis area chosen. Students who elect the BA in Business Administration as a second major will follow the academic core requirements of their first major. Students must receive a grade of C- or higher in each of these required courses.

Required Courses

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ACC 211</td>
<td>Fundamentals of Financial Accounting</td>
<td>4</td>
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<tr>
<td>ACC 341</td>
<td>Cost Accounting I</td>
<td>4</td>
</tr>
<tr>
<td>BUS 201</td>
<td>Organization and Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 266</td>
<td>Business Information Systems I</td>
<td>2</td>
</tr>
<tr>
<td>BUS 231</td>
<td>Business Law I</td>
<td>3</td>
</tr>
<tr>
<td>BUS 302</td>
<td>Organizational Behavior</td>
<td>3</td>
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<tr>
<td>or BUS 301</td>
<td>Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 305</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BUS 315</td>
<td>Financial Management</td>
<td>3</td>
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<tr>
<td>BUS 318</td>
<td>Elementary Statistics for Business and Economics</td>
<td>4</td>
</tr>
<tr>
<td>BUS 406</td>
<td>Business Problems and Policies</td>
<td>3</td>
</tr>
<tr>
<td>ECO 201</td>
<td>Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECO 202</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECO 308</td>
<td>Managerial Economics</td>
<td>3</td>
</tr>
<tr>
<td>or ECO 306</td>
<td>Microeconomics(The Price System)</td>
<td>3</td>
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Business Administration (Bachelor of Science)

Students electing the BS in Business Administration will choose a specialization in one of the following areas: Banking and Finance, Entrepreneurial Leadership, or Marketing.

Required Core Courses

<table>
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<td>BUS 231</td>
<td>Business Law I</td>
<td>3</td>
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<tr>
<td>BUS 266</td>
<td>Business Information Systems I</td>
<td>2</td>
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<td>BUS 305</td>
<td>Principles of Marketing</td>
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<td>ECO 308</td>
<td>Managerial Economics</td>
<td>3</td>
</tr>
<tr>
<td>or ECO 306</td>
<td>Microeconomics(The Price System)</td>
<td>3</td>
</tr>
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</table>

Emphasis in Banking and Finance

In addition to the core courses listed above, the following courses are required for the specialization in Banking and Finance:

<table>
<thead>
<tr>
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<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 326</td>
<td>Quantitative Methods in Business and Economics</td>
<td>3</td>
</tr>
<tr>
<td>BUS 416</td>
<td>Fundamentals of Investment Management</td>
<td>3</td>
</tr>
<tr>
<td>ECO 402</td>
<td>Money and Banking</td>
<td>3</td>
</tr>
</tbody>
</table>

Emphasis in Entrepreneurial Leadership

In addition to the core courses listed above, the following courses are required for the specialization in Entrepreneurial Leadership:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 301</td>
<td>Human Resources Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 362</td>
<td>New Venture Creation</td>
<td>3</td>
</tr>
<tr>
<td>BUS 420</td>
<td>Advanced Topics in Entrepreneurial Leadership</td>
<td>3</td>
</tr>
</tbody>
</table>

Emphasis in Marketing

In addition to the core courses listed above, the following courses are required for the specialization in Marketing:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 203</td>
<td>Visual Design</td>
<td>3</td>
</tr>
<tr>
<td>BUS 348</td>
<td>Sales and Sales Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 430</td>
<td>Marketing Research</td>
<td>3</td>
</tr>
</tbody>
</table>

Individual Projects in Business Administration

Opportunities to pursue study in topics of particular interest are provided in independent studies with consent of instructor, and are open to Business majors with a GPA of 3.0 or above.
BUS 360 Independent Studies in Business Administration (1-3)
BUS 460 Independent Studies in Business Administration (1-3)
BUS 481 Business Administration Internship (1-6)

Economics

Goals for Student Learning

Graduates obtaining the Bachelor of Arts degree in Economics will:
• Understand and use the economic concepts that the American Economics Association has suggested be included in an economics major;
• Understand how to apply economic methods within a business decision-making framework;
• Acquire the quantitative skills needed to support research in economics;
• Complete a major research project in which they apply general economic methods in a specific field of economics.

A minimum of 24 hours in economics is required for a degree. Students must receive a grade of C- or higher in each of these required courses. A student may take economics as a primary major only in the BA program. A student with a BS in another major may add a second major in economics by fulfilling the requirements listed below.

Required Courses

BUS 318 Elementary Statistics for Business and Economics (4)
ECO 201 Principles of Microeconomics (3)
ECO 202 Principles of Macroeconomics (3)
ECO 306 Microeconomics (The Price System)(3)
or ECO 308 Managerial Economics (3)
ECO 307 Macroeconomics (National Income Activity and Employment) (3)
ECO 326 Introduction to Economics (3)
ECO 451 Seminar in Economics (3)
CTI 104 Statistics and Applied Calculus (4)

Two other 300-400 level courses in economics, the sum of which is 6 or more semester hours.

Individual Projects in Economics

Opportunities to pursue study in topics of particular interest are provided in independent studies with consent of instructor.

ECO 360 Independent Studies in Economics (1-3)
ECO 460 Independent Studies in Economics (1-3)
ECO 481 Economics Internship (1-6)

International Business and Language

The International Business and Language Major is a specially designed interdisciplinary program planned for students who are strongly interested in foreign languages and who plan a career in international business. It is not the same as two majors, one in business, the other in French or Spanish, but it includes features of both majors. It includes substantial study of the language, culture and literature of France or Spain, including the opportunity for study abroad; a solid core of business, economics and accounting courses, including opportunities for internships in international businesses, and courses in western civilization and political science. For more detailed information on this major, please see the Languages section of this catalog.

Nonprofit Leadership

Goals for Student Learning

Graduates obtaining the Bachelor of Arts degree in Nonprofit Leadership will:
• Learn the history, scope, role, and mission of the nonprofit sector;
• Think critically about the ethics, values, and social responsibilities involved in the nonprofit sector;
• Evaluate the role of service, voluntarism, and altruism in the nonprofit sector;
• Understand the intersections of the nonprofit, private, and public sectors;
• Gain knowledge of nonprofit financial resources, development of those resources, and the accounting of these resources;
• Understand the role of human resource management and development including volunteer management;
• Gain knowledge in microcomputers, the elements of software design, common computer software and programs as they relate to the nonprofit sector;
Business and Leadership

- Understand governance issues related to nonprofits including boards, committees and staffing;
- Acquire the skill and competence of a developing nonprofit leader through applied learning experiences;
- Engage and develop knowledge of diverse cultures and socio-economic backgrounds;
- Learn the requisite skills of effective nonprofit marketing and communications;
- Demonstrate knowledge of decision-making models, analytical methods, strategic planning and meeting facilitation;
- Acquire understanding and appreciation for nonprofit advocacy and learn how to influence public policy;
- Demonstrate knowledge of and understand nonprofit law and the legal frameworks in which nonprofit organizations operate.

The interdisciplinary major in Nonprofit Leadership is designed to prepare students for professional careers in the nonprofit sector. The major builds on the Academic Core curriculum and the current nonprofit minor. The major is a Bachelor of Arts (BA) degree. Students who earn a BS degree in conjunction with the first major may earn a second major in Nonprofit Leadership by fulfilling the academic core requirements for the BS degree and all nonprofit major requirements. Students are encouraged to choose a second language related to their nonprofit interests for the language requirement and participate in the American Humanics program.

**Required Core Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ACC 211</td>
<td>Fundamentals of Financial Accounting (4)</td>
</tr>
<tr>
<td>BUS 301</td>
<td>Human Resources Management (3)</td>
</tr>
<tr>
<td>BUS 305</td>
<td>Principles of Marketing (3)</td>
</tr>
<tr>
<td>COM 260</td>
<td>Organizational Communication (4)</td>
</tr>
<tr>
<td>or BUS 302</td>
<td>Organizational Behavior (3)</td>
</tr>
<tr>
<td>LSP 100</td>
<td>Introduction to Philanthropy, Volunteerism, and Nonprofit Sector (2)</td>
</tr>
<tr>
<td>LSP 250</td>
<td>Leadership: Cornerstone Course (2)</td>
</tr>
<tr>
<td>LSP 270</td>
<td>Nonprofit Governance &amp; Volunteer Management (2)</td>
</tr>
<tr>
<td>LSP 320</td>
<td>Nonprofit Board and Committee Development (2)</td>
</tr>
<tr>
<td>LSP 360</td>
<td>Nonprofit Advocacy and Public Policy (2)</td>
</tr>
<tr>
<td>LSP 401</td>
<td>Nonprofit Law and Risk Management (2)</td>
</tr>
<tr>
<td>LSP 460</td>
<td>Financial Development for Nonprofit Organizations (3)</td>
</tr>
<tr>
<td>PHI 202</td>
<td>Ethics (4)</td>
</tr>
<tr>
<td>PSY 305</td>
<td>Childhood (2)</td>
</tr>
<tr>
<td>PSY 306</td>
<td>Adolescence (2)</td>
</tr>
</tbody>
</table>

Plus electives from the following list to total a minimum of 46 hours:

- ACC 411 Not-for-Profit/ Governmental Accounting (2)
- BUS 266 Business Information Systems (2)
- ENG 220 Business Writing (4)
- LSP 210 Nonprofit Leadership Special Topics (1)
- LSP 351 Leadership in Modern Society (2)
- LSP 390 Meeting Facilitation and Strategic Planning (2)
- LSP 475 Nonprofit Leadership: Internship (3)
- LSP 490 American Humanics Management Institute (1)
- SVL 101 Meeting Human Needs and Alleviating Suffering (2)
- SVL 201 Strategies and Resources for Meeting Human Needs (2)

**Notes for Nonprofit Leadership Major**

1. Pryor Fellows who elect this major may substitute LSP 251 and LSP 350 for the COM 260 requirement and may substitute LSP 300 (Volunteer Internship) and LSP 301 (Vocational Internship) for LSP 475, if the selected experience is in the nonprofit sector and meets the common criteria in regard to hours, location, and learning outcomes.
2. Students interested in this major should strongly consider American Humanics certification.
3. Students pursuing the NPL major cannot earn both the NPL major and NPL minor.

**Science and Technology Management**

The Science and Technology Management major is a specially designed interdisciplinary program planned for students who are strongly interested in
biology, chemistry, or physics and who plan on utilizing that interest in an organizational leadership setting. For example, those interested in starting biotechnology companies, pharmaceutical sales, or management of a research and development department would be well-served by such a major. It is not the same as two majors, one in business and the other in biology, chemistry, or physics, but includes features of both. For more detailed information on this major, please see the Science and Technology Management section of this catalog.

The Minors

Economics
Eighteen hours of economics courses are required to complete the minor.

**Required Courses**
- ECO 201 Principles of Microeconomics (3)
- ECO 202 Principles of Macroeconomics (3)
- ECO 307 Macroeconomics (National Income Activity and Employment) (3)
- ECO 308 Managerial Economics (3)
  or ECO 306 Microeconomics (The Price System) (3)

Two other 300-400 level course in economics (6)

Entrepreneurial Leadership
Students pursuing majors in other disciplines but with an interest in business/entrepreneurship may choose to minor in Entrepreneurial Leadership. The minor requires 18-19 credit hours of Leadership and Business. The minor consists of a 15-hour core of Leadership, Accounting and Business courses. Students must then choose one additional 3-4 credit hour, approved elective (see below). Students pursuing a BS in Business Administration with an emphasis in Entrepreneurial Leadership are prohibited from taking this minor. Business majors are required to take a minimum of 3 courses totaling at least 9 hours that do not count towards their major. At least 9 hours must be completed in residence at William Jewell College.

**Required Courses**
- LSP 250 Leadership Cornerstone Course (2)
- ACC 211 Fundamentals of Financial Accounting (4)
- BUS 201 Organization and Management (3)
- BUS 362 New Venture Creation (3)
- BUS 420 Advance Topics in Entrepreneurial Leadership (3)

**Designated Electives** (select one)
- BUS 231 Business Law I (3)
- BUS 301 Human Resources Management (3)
- BUS 302 Organizational Behavior (3)
- BUS 305 Principles of Marketing (3)
- BUS 315 Financial Management (3)
- BUS 348 Sales and Sales Management (3)
- BUS 266 Business Information Systems I and BUS 267 Business Information Systems II (4)
- ACC 335 Income Tax (4)
- ENG 220 Business Writing (4)

Nonprofit Leadership
Students wishing to obtain a minor in nonprofit leadership will complete a minimum of 23 semester hours. These individuals will be majoring in other areas but have an interest in the nonprofit world, with representative organizations such as hospitals, human service organizations, international non-governmental organizations, and many others.

**Required Courses**
- SVL 101 Meeting Human Needs and Alleviating Suffering (2)
- LSP 250 Cornerstone Course (2)
- BUS 201 Organization and Management (3)
- BUS 305 Principles of Marketing (3)
- ACC 211 Fundamentals of Financial Accounting (4)
- COM 260 Organizational Communication (3)
  or BUS 302 Organizational Behavior (3)
- PSY 306 Developmental Psychology: Adolescence (2)
- SVL 301 Service Learning Internship (2)

**Special interest courses** (2-3)

*The minor includes a requirement for 2 - 3 credits of nonprofit special interest courses that can be met with an Independent Study or with the following core nonprofit classes, LSP 270 or 320 or 360 or 401 or 460. Special interest areas may include: Grant Writing, Fundraising, Risk Management, Board Development, and Social Enterprise.

**Notes for Nonprofit Leadership Minor**
1. Students pursuing the Nonprofit Leadership minor may not use Service-Learning trips to satisfy the internship requirement.
2. Students may use internship credit available through a major department or a certificate program to satisfy the internship requirement if the internship is in the nonprofit sector and meets the common criteria.

3. Pryor Fellows who elect this minor may substitute LSP 251 Service-Leadership Experience (Outward Bound Trip) (2) and LSP 350 Capstone Course (2) for the COM 260 Organizational Communication (3) or BUS 302 Organizational Behavior (3) requirement and may use LSP 300 Volunteer Internship (1) and LSP 301 Vocational Internship (1) for the internship requirement if the internships are in the nonprofit sector and meet the common criteria.

4. Business majors who elect this minor are encouraged to take BUS 481 Business Administration Internship to meet the internship requirement. The internship must be in the nonprofit sector and meet the common criteria.

5. Students who complete this minor should also consider American Humanics certification. A student who earns the Nonprofit Leadership minor may also qualify for an American Humanics certificate by completing a 300-hour internship at an approved nonprofit agency/organization (the 2-hour internship required in the minor may count as approximately a third of those 300 hours); by participating in the American Humanics Student Association; by attending at least one American Humanics Management Institute (AHMI) Conference; and by providing the program director all information needed to complete the transcript/application process. Students who pursue this minor are not required to pursue AH certification. Conversely, students may receive AH certification without earning a minor in nonprofit leadership.

Course Descriptions

Accounting

ACC 211 Fundamentals of Financial Accounting (4 cr. hrs.)
Measuring, processing, analyzing, and interpreting elements of the four basic financial statements. Only financial accounting courses of four or more hours may substitute for ACC 211. Recommended: CTI 103 or CTI 104 and Sophomore standing. First-year accounting majors are encouraged to take ACC 211 during the spring semester of their first year.

ACC 266 Accounting Information Systems (2 cr. hrs.)
An introduction to business information systems with emphasis on accounting information systems. Controls and applications for various cycles are investigated. Prerequisite: BUS 201 and ACC 211. Cross-listed as BUS 266.

ACC 311 Intermediate Financial Accounting I (4 cr. hrs.)
Application of accounting theory, standards, principles and procedures to financial accounting problems. Study of the objectives of external financial statements and professional accounting. Particular emphasis on assets, liabilities and corporate capitalization. Prerequisite: ACC 211 with grade of C- or better.

ACC 312 Intermediate Financial Accounting II (4 cr. hrs.)
Continuation of 311 with study including pensions, leases, accounting changes, income recognition, deferred taxes and cash flow. Inclusion of professional projects. Prerequisite: ACC 311 with a grade of C- or better.

ACC 335 Income Tax (4 cr. hrs.)
Theoretical basis for taxation from laws and regulations, determination of taxable income, deductions, exclusions, making and filing returns. Prerequisite: ACC 211 with a grade of C- or better.

ACC 341 Cost Accounting I (4 cr. hrs.)
Fundamentals of managerial cost accounting including cost/benefit analysis, behavioral considerations, cost-volume-profit analysis, measurement analysis, basic costing systems, budgeting, variance analysis, allocation processes, and strategic analysis. Only managerial cost accounting courses of four or more hours may substitute for ACC 341. Prerequisite: ACC 211 with grade of C- or better. Recommended: ECO 201

ACC 342 Cost Accounting II (2 cr. hrs.)
Continuation of 341 with study including management decision models, capital budgeting, inventory control, process costing, transfer pricing,
and performance evaluation. Additional analysis of production control is studied. **Prerequisite:** ACC 341 with a grade of C- or better.

**ACC 411 Advanced Accounting (4 cr. hrs.)**
Accounting for not-for-profit organizations, state and local governments, and international transactions constitute one-half of the course. **Prerequisite:** ACC 211. Accounting for partnerships and consolidated corporate entities constitute one-half of the course. **Prerequisite:** ACC 312 with grade of C- or better.

**ACC 431 Auditing (4 cr. hrs.)**
Study of the role of the external auditor in the financial markets, the environment in which the auditor operates, planning and audit risk assessment, auditing procedures, audit sampling, and audit reports. **Prerequisites:** ACC 312 and BUS 318 with grade of C- or better.

**ACC 451 Senior Seminar in Accounting (2 cr. hrs.)**
Students will study research methods for application of producing a research paper/project. The research topic is selected by the student in consultation with the instructor. Students will present their findings in both oral and written versions. **Prerequisite:** Completion of all other required accounting courses with grade of C- or better. Senior standing.

**ACC 481 Internships (1 to 6 cr. hrs.)**
Experiential learning opportunities with approved business sponsors. Enrollment is with instructor consent through regular registration process. Evaluation is by letter grade through assessment of weekly journals, written evaluation by business supervisor, and a final reflection paper. Students must commit to a work schedule of 75 contact hours for every credit hour sought, up to a maximum of 6 credits. Project work assignments are expected where students can apply classroom knowledge to real business challenges. **Prerequisites:** 3.0 GPA, completion of 60+ hrs, or instructor’s consent.

**Business**

**BUS 201 Organization and Management (3 cr. hrs.)**
An introduction to the basic functional areas and context of an organization, such as economics, accounting, marketing, management, finance, and human resources. The course emphasizes basic decision-making skills and introduces the student to business case analysis and reporting. The external and internal environment of the organization, as well as the impact of management decision-making on the organization will be discussed. Teamwork is a significant component of the course.

**BUS 231 Business Law I (3 cr. hrs.)**
Contracts, agency, employment, sales. Sophomore standing.

**BUS 232 Business Law II (3 cr. hrs.)**
Corporations, partnerships, negotiable instruments, bailments, real and personal property. Sophomore standing.

**BUS 266 Business Information Systems I (2 cr. hrs.)**
An introduction to business information systems with emphasis on accounting information systems. Controls and applications for various cycles are investigated. **Prerequisite:** BUS 201 and ACC 211. Cross-listed as ACC 266.

**BUS 267 Business Information Systems II (2 cr. hrs.)**
An introduction to information systems focusing on fundamental principles from a general management perspective. The course will explore ethical issues, data mining, technology, enterprise systems, and systems development. Students may enroll in this course concurrently with ACC/BUS 266.

**BUS 301 Human Resources Management (3 cr. hrs.)**
This course is a survey of the major human resource management functions including legal concerns, planning, staffing, training and development, performance management, compensation, health and safety, and employee and labor relations. Behavioral research in the area will be examined. Special application exercises or service learning opportunities are used to enhance skill development. **Prerequisite:** BUS 201 and sophomore standing.

**BUS 302 Organizational Behavior (3 cr. hrs.)**
Organizational behavior is the systematic study of the actions and attitudes that people exhibit within work-related organizations. The purpose of the study of organizational behavior is to enhance individual and organizational performance. This course examines the theories and skills necessary to understand and manage human behavior in business organizations,
Business and Leadership

concentrating on motivation, job attitudes, communication, leadership, teams, organizational culture and organizational development.

Prerequisite: BUS 201.

BUS 305 Principles of Marketing (3 cr. hrs.)
This is a lecture and discussion based survey course overview of the concepts, strategies, processes and participants involved in the exchange of goods and services. Topics include product development, market research, marketing management, global marketing strategy, ethics, consumer behavior, pricing, distribution and promotion. Project work in applying the marketing mix variables is used to validate learning. Prerequisite: BUS 201 and sophomore standing.

BUS 315 Financial Management (3 cr. hrs.)
This course is designed to introduce the general business student to the world of finance. Anyone involved with the management of a business needs to have a basic understanding of business finance. The course covers a variety of basic financial concepts, including the time value of money, asset valuation, and risk and return in order to provide a framework for making rational business decisions. Students will learn to analyze and prioritize business opportunities and budget for capital expenditures and gain an understanding of financial planning and forecasting. Prerequisites: ACC 341, BUS 201 and 318, ECO 201 and 202.

BUS 318 Elementary Statistics for Business and Economics (4 cr. hrs.)
Probability; descriptive statistics; experimental design; correlation, regression and analysis of variance; statistical inference and tests of significance; simulation and chance models. Prerequisite CTI 103 or CTI 104. (Students will not receive credit for both MAT 203 and BUS 318.)

BUS 322 Labor Relations (3 cr. hrs.)
The growth and development of organized labor in the U.S. with an emphasis on labor law, collective bargaining and labor-management relations. Prerequisite: BUS 301.

BUS 326 Quantitative Methods in Business and Economics (3 cr. hrs.)
Exploration of quantitative techniques in the decision sciences applied to business and economics. Emphasis is placed on problem formulation and modeling, model use, and analysis of quantitative findings for the purpose of supporting managerial decision processes. Prerequisite: BUS 318.

BUS 334 Global Viewpoints (3 cr. hrs.)
This course is designed to introduce students to international business practices in a method that couples traditional classroom learning with the experience of foreign travel, use of communication technology in multiple forms, and direct communication with business managers in the region of study. Using teleconferencing, e-mail, PowerPoint and Internet skills will be necessary in this course. The region of study may change with each offering, allowing a student to take this class more than once for credit. The course is open to all majors interested in a two-week international travel experience focused on global business strategies and cultural awareness. Students research business sponsors and later participate in on-site seminars with international business partners during the trip. Instructor consent required.

BUS 345 Consumer Behavior (3 cr. hrs.)
Behavioral science concepts including motivation, perception, learning personality, attitude, culture, social class, reference groups, and communication. Application of behavioral concepts to marketing management and research problems including diffusion of innovation, brand loyalty, attitude change, and consumer decision models. This course is offered in the Evening Division. Prerequisite: BUS 305.

BUS 348 Sales and Sales Management (3 cr. hrs.)
This course provides a detailed introduction to relationship selling, the personal selling process, and key sales management responsibilities (e.g., salesperson recruitment, training/socialization, motivation, development, and compensation) as manifest in a wide variety of organizational settings. This course explains and illustrates the process of making informative and persuasive verbal presentations. Case studies, projects and professional speakers are used to illustrate the process. Prerequisite: BUS 201, BUS 305 and sophomore standing.

BUS 361 Students in Free Enterprise (SIFE) (0.5 cr. hrs.)
Business leadership training and experience using
the student team, Students in Free Enterprise (SIFE). Participation on college-sponsored teams to compete against students from other colleges while acquiring knowledge and skills regarding teaching, service, leadership, organization, networking, and communication as it relates to the community. A student may accumulate a maximum of 4 hours of credit in this course by enrolling in multiple semesters.

**BUS 362 New Venture Creation (3 cr. hrs.)**
This course is an introduction to the entrepreneurial process from conception to the birth of a new venture. It discusses attributes of successful entrepreneurs, innovation and creativity, opportunity recognition, venture screening, identification of resources, and feasibility analysis. **Prerequisites:** BUS 201 and ACC 211.

**BUS 405 Readings in Marketing (3 cr. hrs.)**
Recent developments in marketing management, wholesaling, retailing, product planning, and consumerism. Opportunity will be provided for examining areas of special interest to individual students. **Prerequisite:** BUS 305.

**BUS 406 Business Problems and Policies (3 cr. hrs.)**
A case study course in strategic management requiring students to apply knowledge acquired in their major program. Students will be expected to solve complex problems which involve the simultaneous consideration of many functional areas of business. Senior standing. **Prerequisites:** ACC 341, BUS 231, 301 or 302, 305, 315, 318, and ECO 202 and consent of instructor. Should be taken during the last semester before graduation.

**BUS 407 Seminar in International Business (3 cr. hrs.)**
Reading and discussing substantive papers on selected current issues and aspects of international business. Senior standing or consent of instructor. Offered on demand.

**BUS 416 Fundamentals of Investment Management (3 cr. hrs.)**
This course is designed for students with a Banking and Finance emphasis as well as for students from all backgrounds who wish to better understand the financial markets or have an interest in the management of their own portfolio. The course covers a variety of investment concepts, including equity analysis and valuation, fixed income securities, derivative products, investment strategies and portfolio management. Students will become familiar with the myriad of investment products and strategies available. The course will also provide students with a foundation necessary to become informed investors, whether professionally or for personal accounts. **Prerequisite:** BUS 315.

**BUS 420 Advanced Topics in Entrepreneurial Leadership (3 cr. hrs.)**
This course addresses the intersection of leadership with entrepreneurial and intrapreneurial activities. The course offers a combination of historical theoretical foundations, case studies, biographies of entrepreneurs, leadership assessment and contemporary readings. Students will be required to work on an extensive project that partners them with local entrepreneurs. Course fee may be required. Senior standing or consent of instructor. **Prerequisite:** BUS 362

**BUS 430 Marketing Research (3 cr. hrs.)**
This is a capstone course study of research methodology used in marketing, including problem definition, sample design, questionnaire construction, gathering and interpreting of field and/or secondary data, and oral and written presentation of research findings and conclusions. Teams will be required to develop and complete a market research field study project while demonstrating professional consulting practices. **Prerequisites:** BUS 305, BUS 318, BUS 348, senior standing.

**BUS 451 Seminar in Business Administration (3 cr. hrs.)**
Writing, presenting and discussing of substantive papers on selected seminar topics. Senior standing or consent of instructor.

**BUS 481 Internships (1 to 6 cr. hrs.)**
Experiential learning opportunities with approved business sponsors. Enrollment is with instructor consent through regular registration process. Evaluation is by letter grade through assessment of weekly journals, written evaluation by business supervisor, and a final reflection paper. Students must commit to a work schedule of 75 contact hours for every credit hour sought, up to a maximum of 6 credits. Project work assignments are expected where students can apply classroom knowledge to real business challenges. **Prerequisites:** 3.0 GPA, completion of 60+ hrs, or instructor’s consent.
Business and Leadership

Economics

ECO 201 Principles of Microeconomics (3 cr. hrs.)
This course is designed to introduce students to the discipline of economics, with an emphasis on microeconomics, which studies the behavior of the firm. The course covers a variety of economic concepts, including supply and demand analysis, consumer choice, and cost of production. Students will gain an understanding of the basic models of product and labor markets, and how these markets are affected by the competitive structure within which a firm operates. Sophomore standing recommended.

ECO 202 Principles of Macroeconomics (3 cr. hrs.)
National income accounts, commercial banking and the Federal Reserve System, and government policies for achieving stable prices and full employment. Prerequisite: ECO 201.

ECO 229 Economic Development (4 cr. hrs.)
This course introduces students to the economic, social, political, and institutional mechanisms necessary to bring about rapid and large-scale improvements in the standard of living for the masses of Africa, Asia, and Latin America. Cross-listed with CTI 279.

ECO 306 Microeconomics
(The Price System) (3 cr. hrs.)
The study of prices, production, consumption, resource allocation and market structures. Students may not receive credit for both ECO 306 and ECO 308. Prerequisite: ECO 201.

ECO 307 Macroeconomics
(National Income Activity and Employment) (3 cr. hrs.)
A study of macroeconomic theory from 1890 to the present. The course shows how theory was changed in respect to changes in the economy. Prerequisite: ECO 202.

ECO 308 Managerial Economics (3 cr. hrs.)
This course is designed to enable students to apply economic theory and analysis to the decision-making process of business firms. As such, students will move from a theoretical to a practical understanding of microeconomics. The course uses a variety of analytical techniques (from the disciplines of calculus and statistics) in conjunction with microeconomic theory to find practical solutions to real-world business problems, including optimal production and pricing decisions, cost minimization strategies and the overall objective of maximizing shareholder wealth. Students will learn how these decisions are affected by the competitive structure within which a business operates. Prerequisites: ECO 201, BUS 318, CTI 103 or CTI 104. Students may not receive credit for both ECO 306 and ECO 308.

ECO 324 Labor Economics (3 cr. hrs.)
The theory of wages, segmented labor markets, human capital, and the causes of unemployment. Prerequisite: ECO 201.

ECO 326 Introduction to Econometrics (3 cr. hrs.)
This course is an introduction to economic model-building and forecasting. It presents a variety of models including regression, simulation, and time-series models. Practical problems involved in forecasting will be discussed. Prerequisite: BUS 318.

ECO 402 Money and Banking (3 cr. hrs.)
History and structure of the banking system, objectives and instruments of monetary policy, current monetary issues and problems. Prerequisite: ECO 202 or consent of instructor.

ECO 404 Introduction to International Economics (3 cr. hrs.)
Trade incentives and patterns, comparative advantage, trade barriers and agreements, international finance and financial institutions. Prerequisites: ECO 201 and ECO 202 or consent of instructor.

ECO 451 Seminar in Economics (3 cr. hrs.)
Writing, presenting and discussing of substantive papers on elected seminar topics. Senior standing or consent of instructor.

ECO 481 Internships (1 to 6 cr. hrs.)
Experiential learning opportunities with approved business sponsors. Enrollment is with instructor consent through regular registration process. Evaluation is by letter grade through assessment of weekly journals, written evaluation by business supervisor, and a final reflection paper. Students must commit to a work schedule of 75 contact hours for every credit hour sought, up to a maximum of 6 credits. Project work assignments are expected where students can apply classroom knowledge to real business challenges. Prerequisites: 3.0 GPA, completion of 60+ hrs, or instructor’s consent.
Leadership

LSP 100 Introduction to Philanthropy, Volunteerism, and Nonprofit Sector (2 cr. hrs.)
In this course, students are introduced to the nonprofit sector and the role commitment to mission plays in philanthropy and volunteerism within society. Students will study the history of nonprofit organizations in the United States so as to develop a historical perspective and understand the magnitude, scope, and functions of the nonprofit sector and its relationships with business and government. Students will study the various roles and diversity of fields in the nonprofit sector, including but not limited to religion, arts and culture, education, health, environment, youth and human services. Emphasis is placed on ethical, moral, and practical issues in nonprofit leadership, the trust the third sector holds in relationship to other social sectors, and the sector’s responsibility to serve the common good.

LSP 210 Nonprofit Leadership Special Topics (1 cr. hr.)
Topics of this seminar will vary; past topics include “Intersection of the Private and Nonprofit sectors”, “Boards with Influence and Impact”, “Nonprofits Meeting the Needs of Cultures Worldwide”, “Beyond Legislation: Our Ethical Responsibility”. Topics will be announced in course listings. Students will be required to write reflection papers on each presentation and maintain a portfolio of their work.

LSP 250 Cornerstone Course (2 cr. hrs.)
This course will introduce students to leadership theory, engage them in a variety of self-understanding and assessment exercises, provide them individual and collective leadership experiences, and assist them in preparing and executing their first leadership growth plans.

LSP 251 Service-Leadership Experience (Outward Bound Trip) (2 cr. hrs.)
This off-campus experiential learning experience will allow students to put into practice leadership skills and ideas learned during the introductory seminar. The trip will include a service component. Students are responsible for the cost of the trip (set by the Outward Bound School) and the cost of William Jewell tuition. (Scheduled during the semester break.)

LSP 270 Nonprofit Governance & Volunteer Management (2 cr. hrs.)
In this course, students will examine the foundations, motivations, and challenges of developing a successful volunteer program. Students will study the key components of a successful volunteer program, recruitment strategies, and learn how to retain good volunteers. Students will focus on the role, value, and dynamics of volunteerism in fulfilling the missions of nonprofit organizations. Students will also be introduced to risk management factors that need to be considered in volunteer management, including effective staff and volunteer screening.

LSP 300 Volunteer Internship (1 cr. hr.)
This internship is a non-paid experience fostering civic voluntarism and civic leadership. Its purpose is to link theory and practice, providing students the opportunity to observe in a volunteer setting the leadership/followership concepts studied in the program. Each student will work under the supervision of a leadership mentor and will devote a minimum of 70 hours to the internship. Forum obligations and meetings with instructors will be included in the seventy hours. (Must be successfully completed before taking the LSP capstone course.)

LSP 301 Vocational Internship (1 cr. hr.)
This internship provides an opportunity for students to explore and experience first-hand their own career interests. Its purpose is to link theory and practice, providing students the opportunity to observe in a vocational setting the leadership/followership concepts studied in the program. Each student will work under the supervision of a leadership mentor and will devote a minimum of 70 hours to the internship. Forum obligations and meetings with instructors will be included in the 70 hours. The internships must have a reasonable relationship to students’ majors. Students may accept pay for this internship. (Must be successfully completed before taking the LSP capstone course.)

LSP 320 Nonprofit Board and Committee Development (2 cr. hrs.)
In this course, students will examine the function of boards and committees in the nonprofit sector. Students will study the history of boards and how
boards of the future will face new leadership challenges and demands. Students will study the increased scrutiny that nonprofits are under for accountability and transparency both by federal and state regulators and other key stakeholders. This course will focus on utilizing boards to achieve organizational goals and maximize effectiveness. Students will learn how to assess and improve the effectiveness of a board, the executive director and top management, and the overall governance structure of the organization. Students will also learn typical governance problems and the best practices for dealing effectively with their successful resolution. The course will explore how to recruit, build, and maintain a future-oriented entrepreneurial board that provides strategic leadership to the nonprofit organization.

LSP 350 Capstone Course (2 cr. hrs.)
The course will re-examine leadership theory and assist students in creating a plan for continued personal and leadership growth. Students design and implement a “Leadership Legacy” project. Spring semester of junior year, or spring semester of senior year if the student enters as a sophomore and elects to study overseas during the junior year.

LSP 351 Leadership in Modern Society (2 cr. hrs.)
This is a senior-level course taught by the President of the college focusing on the evolving complexities of having a high-level leadership role in modern society. Topics include, “The Penalties of Leadership”; “Fragmentation and the Common Good”; “The Rigors of Public Life”; and “The Anti-leadership Vaccine”. Senior standing.

LSP 360 Nonprofit Advocacy and Public Policy (2 cr. hrs.)
This course will examine the historic role nonprofit organizations have played in influencing public policy and social change in this country. It will provide an overview of the diverse strategies being used by nonprofits to carry out their missions. These strategies include but are not limited to organizing, public education litigation, mobilization, demonstrations, polling, research, lobbying, and working with the media. The course will also focus on the relationship between the different sectors including nonprofit, government, and the private sector. The course will also assess the extent to which philanthropy has assisted in financing public policy, advocacy, and organizing change.

LSP 390 Meeting Facilitation and Strategic Planning (2 cr. hrs.)
This course will enable students to understand the relationship between planning and nonprofit organizational effectiveness. Students will learn the necessary skills that help them set the vision, strategies, and measures for their nonprofit organization that enables them to articulate a clear strategic plan. Emphasis is on environmental scanning, planning and control, allocation of resources, evaluation of strengths and weaknesses, appraisal of present and future competition, and implementation of chosen strategies. This course will also focus on the skills involved in conducting effective meetings. Students will learn how to facilitate different types of meetings (why and when to use a facilitator) and facilitation skills (objectivity, focus, handling the group dynamic, perception checking, building consensus and meeting assessment). Students will gain experience using different meeting facilitation tools including electronic white boards, flip charts, and decision-making technologies (Jewell Round Table).

LSP 401 Nonprofit Law and Risk Management (3 cr. hrs.)
This course investigates the legal issues and organizational risks affecting nonprofit organizations today. Students will study the foundational laws and regulations governing nonprofit organizations. Content includes strategies to create and perpetuate safe and productive environments for all stakeholders and effects of sound decision-making to diminish and control corporate and individual liability. In addition, students will examine the risk management factors that need to be considered in nonprofit leadership but are not limited to insurance basics, managing employment risks, managing governance risks, special event safety, managing facility risks, and risk management for youth and human service programs.

LSP 460 Financial Development for Nonprofit Organizations (3 cr. hrs.)
This course focuses on the key components of successful financial development for nonprofit agencies including the development process, building the case for support, the fundraising
plan, building a base of donor-investors, event planning, annual and capital campaigns, giving and stewardship, role of board members, and social entrepreneurship. Through individual and small group projects, along with case studies, students will engage in designing and implementing a development program for a nonprofit organization.

**LSP 475 Nonprofit Leadership Internship (3 cr. hrs.)**
A structured, 300-hour internship with a 501(c)3 nonprofit organization. The internship provides the student an opportunity to experience the nonprofit field and gain real-world experience in the field of nonprofit leadership. Students will observe and practice implementing professional nonprofit competencies along with building networks and relationships in the nonprofit field. Students will keep a journal, have a mentor evaluator, and complete a reflection paper upon completion of the internship.

**LSP 490 American Humanics Management Institute (1 cr. hr.)**
The American Humanics Management Institute (AHMI) is an intensive educational symposium established by American Humanics in 1973. AHMI provides the capstone experience in nonprofit management and leadership education for AH students. Local and national nonprofit leaders present issues pertinent to professional leadership and engage participants through workshops, dialogues, forums and case studies. Expanded AHMI Placement Services allows local and national nonprofit executives to interview participants for internships, fellowships, and professional positions. The unique, interactive format of the institute exposes the next generation of nonprofit leaders to the realistic experiences of a nonprofit organization. Student must have junior-senior standing, be an active member of the WJC AH student association, complete one nonprofit internship, be working towards AH Certification, and obtain instructor's consent to take this course.

**American Humanics Nonprofit Leadership Program**
The American Humanics (AH) Nonprofit Leadership Program prepares and certifies students to serve their communities through careers in the nonprofit sector. This certificate program, which is based on competencies (not courses), is open to students from any major and complements the Pryor Leadership Studies Program, the Tucker Leadership Lab, and the curricular and co-curricular activities already in place at William Jewell.

The program benefits students by giving them targeted studies/experiences in the core competencies necessary for effective leadership in nonprofits. AH students also have numerous opportunities to interact with nonprofit leaders through their participation in workshops, conferences, and internships with a highlight being the annual AH Management Institute. The AH program opens up career opportunities for both traditional and non-traditional students who graduate with a liberal arts education and a heart for service. With a 95% nationwide placement rate, students with an AH certificate are in demand.

**Requirements for the American Humanics Certificate:**
1. Completion of at least 300 internship hours in a nonprofit agency.
2. Completion of AH coursework.
3. Be actively involved in the AH Student Association by logging at least 30 hours per semester in the following nonprofit experiential learning opportunities:
   - Service Projects
   - Retreats
   - Leadership Roles in AH Student Association
   - Nonprofit Leader Speaker Series
   - Nonprofit Site Visits
   - AH Meetings
   - Internship and Career Fair
   - Fundraising
   - Special Events
4. Attend at least one American Humanics Management Institute (AHMI).
5. Completion of the following nonprofit competency requirements:
   - Program Planning
   - Volunteer Management
   - Board/Committee Development
   - Fundraising Principles and Practices
   - Non-Profit Accounting
6. Keep an updated online profile and portfolio at [www.humanics.org](http://www.humanics.org)

### Pryor Leadership Studies Program

For William Jewell College to be the “Leadership College,” it must establish an educational context that teaches personal, vocational, and civic leadership through critical reflection, mentoring, and experience. Toward that end, a leadership certificate pilot program was established in the fall of 1993 by the college in conjunction with the Pryor Foundation, headed by Fred and Shirley Pryor. In January 1998, the Pryor Leadership Studies Program was permanently endowed by the Pryors.

Students are chosen each spring semester through a competitive application/interview process. In order to graduate as Pryor Leadership Fellows and receive the corresponding leadership certificate, students must complete all required activities. A leadership portfolio is maintained on each Pryor Fellow. In order to receive the Pryor Leadership Certificate, the portfolio must be reviewed and approved by an evaluation committee comprised of the leadership studies director, faculty members, and representatives designated by the Pryor Foundation. At the request of the Pryor Foundation, this review process may also include exit interviews with students. The portfolio will include the following:

1. Leadership Growth Plans
2. Outward Bound Journal and Summary Document
3. Internship Journals and Internship Exit Essays
4. Mentors’ Evaluations
5. Eight “Top Ten” Papers (lecture series)
6. Other items deemed appropriate by the director.

Each semester, the Pryor Leadership Fellows participate in the “Perspectives on the Common Good” Lecture Series. Fellows are required to attend a minimum of eight lectures in order to qualify for the Pryor Leadership certificate.

As a complement to the Pryor Leadership Studies Program (PLSP), the Tucker Leadership Lab (TLL) allows William Jewell College to offer high quality leadership and team building programs to William Jewell students, area high school students, and community groups. Constructed in the fall of 2000, the TLL, which began as a Leadership Legacy Project of students in the PLSP, is already one of the nation’s foremost experiential learning programs by design and size.
Chemistry

Chair: Professor: Edwin Lane
Associate Professor: Lori Wetmore
Assistant Professor: Jason Morrill
Instructor: E. Shane Price

THE JAMES ANDREW YATES DEPARTMENT OF CHEMISTRY

Goals for Student Learning
Graduates of William Jewell College with a major in chemistry:
• Are literate about chemistry.
• Communicate with the scientific community.
• Develop expertise in the methodologies of the laboratory.
• Rediscover and develop innate intellectual curiosity.
• Think critically as scientists.
• Participate in the community of research and discovery.
• Function in a community of learners.
• Develop a basic understanding of chemical principles, facts, and concepts.
• Are exposed to ethical decision making.

The department offers four majors and one minor.

Students with a serious interest in the sciences, the health professions, or engineering will normally start the study of chemistry with either CHE 121 or CHE 122. Many students’ initial enrollment is in CHE 121, a spring-semester course, which assumes a minimal knowledge of chemistry. However, those who are highly motivated and who have a strong background in chemistry and mathematics are encouraged to consider beginning with CHE 122 in the fall semester since it makes the entry into higher-level courses more efficient.

The Majors
Chemistry
The chemistry major leads to a Bachelor of Arts (BA) degree. A grade of C- or higher is required in each course in the major. Students working toward a major in chemistry who transfer credit from other institutions must satisfactorily complete in residence a minimum of 12 hours of the required courses in chemistry numbered over 200. Courses in chemistry that are more than ten years old will not normally be counted toward the major. Any student majoring in chemistry must complete all requirements for the BA degree.

A prospective chemistry major may apply for admission to the major after completing four required courses: CHE 122, CHE 206, one course in calculus numbered 200 or above, and one course in physics. A minimum grade point average of 2.5 in the major courses is required. Students must be admitted to the major before beginning the research sequence (CHE 310 or BIO 360) or taking 400-level coursework.

Students majoring in chemistry may receive certification to teach chemistry in grades 9-12 in the State of Missouri by majoring in both chemistry and secondary education. A certification program in chemistry has been approved by the Missouri Department of Elementary and Secondary Education. Procedures to be followed in obtaining teacher certification are included in the Student Handbook for Teacher Certification. Specific course requirements for all certification programs may be obtained from the Education Department.
Chemistry

Required Courses
CHE 122 General Chemistry II (4)
CHE 205 The Informed Chemist (1)
CHE 206 Analytical Chemistry (4)
CHE 301 Organic Chemistry I (4)
CHE 302 Organic Chemistry II (4)
CHE 401 Physical Chemistry I (4)
CHE 405 Senior Seminar (1)
CHE 406 Instrumental Analysis (4)
PHY 111-112 or PHY 213-214 (8-10)

At least one course in calculus numbered 200 or higher (4).

Students are encouraged to consider taking additional courses in mathematics as well as BIO 233, Cell and Molecular Biology. A student who is involved in a research sequence may substitute CHE 410 or BIO 460 for CHE 405.

Biochemistry
The biochemistry major leads to a Bachelor of Arts (BA) degree. It is described in detail in its own section of the catalog.

Science and Technology Management with Emphasis in Chemistry
The major in Science and Technology Management with an emphasis in chemistry leads to a Bachelor of Arts (BA) degree. It is described in detail in its own section of the catalog.

Clinical Laboratory Science
In cooperation with North Kansas City Hospital, William Jewell College offers a four-year program leading to a Bachelor of Science (BS) degree and registration as a clinical laboratory scientist (medical technologist). The first three years are spent in residence at William Jewell with the fourth year in the hospital program. Admission to this program at North Kansas City Hospital is highly competitive. Interested students are required to participate in an application process with North Kansas City Hospital beginning in the sophomore year and to have met certain prerequisites, including a 2.5 GPA, by the end of the junior year. After successful completion of the program at the hospital, a student may be certified in this field by passing one of several examinations.

The following curriculum, plus successful completion of a year (30 credit hours) in the hospital’s program, leads to a Bachelor of Science degree in clinical laboratory science from William Jewell College. Students must also meet all requirements of the college’s core curriculum for the BS degree and must have accumulated a total of at least 124 hours.

Required Courses
CHE 122 General Chemistry II (4)
CHE 205 The Informed Chemist (1)
CHE 206 Analytical Chemistry (4)
CHE 301 Organic Chemistry I (4)
CHE 302 Organic Chemistry II (4)
CHE 401 Physical Chemistry I (4)
or CHE 450 Biochemistry (4)

Also required is a two-semester sequence in physics (111-112 or 213-214) (8-10)

Admission to the program at NKC Hospital requires an immunology course, which is not available at William Jewell. It can be taken at another institution, perhaps in on-line format.

The Minor
The Department of Chemistry offers a minor in chemistry for those students who are interested in a foundation in chemistry but who are pursuing majors in other disciplines. Students working toward a minor in chemistry must satisfactorily complete a minimum of 9 hours in residence. Students who major in chemistry, biochemistry, bioethics, or Oxbridge molecular biology are not eligible for a minor in chemistry. Courses in chemistry that are more than ten years old will not normally be counted toward the minor. A grade of C- or higher is required in each course in the minor.

Required Courses
CHE 122 General Chemistry II (4)
CHE 205 The Informed Chemist (1)
CHE 301 Organic Chemistry I (4)
CHE 302 Organic Chemistry II (4)
CHE 206 Analytical Chemistry (4)
or CHE 450 Biochemistry (4)
Course Descriptions

CHE 113 Fundamentals of General, Organic, and Biological Chemistry (5 cr. hrs.)
An introduction for the non-science major to the basic principles of chemistry will be accomplished in this course. Topics from general chemistry include scientific measurement, chemical nomenclature, atomic structure, chemical energy, stoichiometry, chemical bonding, solutions, acids and bases, and buffers. Special attention will be given to structures and reactions of organic compounds. Biochemistry will be introduced through the study of proteins, lipids, carbohydrates, nucleic acids, and metabolism. The course includes one laboratory period per week and is designed for students who have little or no background in chemistry. CHE 113 is especially appropriate for students interested in allied-health fields. This course is not intended to serve as a prerequisite for CHE 121 or other courses in chemistry. Fall semester.

CHE 121 General Chemistry I (4 cr. hrs.)
Principles, concepts, and methods that are basic to the study of chemistry are introduced in this course. Typical topics include inorganic nomenclature; atomic structure; stoichiometry; gases, liquids, and solids; chemical energy; and solutions. The course includes one laboratory period per week. Because many of the same topics are addressed in CHE 113 and CHE 121, students may not receive credit toward graduation for both courses. Spring semester.

CHE 122 General Chemistry II (4 cr. hrs.)
This is a continuation of the introduction to chemistry that was begun in CHE 121 (or, for well-prepared students, in high school). Typical topics include kinetics; equilibrium; acids, bases, and buffers; electrochemistry; nuclear chemistry; organic chemistry; and biochemistry. The course includes one laboratory period per week. Prerequisite: CHE 121 or permission of the department. Fall semester.

CHE 205 The Informed Chemist (1 cr. hr.)
This course will begin with a discussion of ethical issues confronted by persons engaged in the chemical profession. Case studies will allow for an overview of the parameters involved in ethical decision-making. Students will also be introduced to the use of the chemical literature and techniques of technical writing, so that they are exposed to the various resources used by chemists to research a chemical topic. Students will complete several literature searching assignments using a variety of print and online resources and will visit Linda Hall Library. The course culminates in a final research report presented in a technical-report format. Prerequisite: CHE 122. Co-requisite: CHE 206. Spring semester.

CHE 206 Analytical Chemistry (4 cr. hrs.)
This course is a survey of the field of analytical chemistry. Topics covered include methods of classical quantitative analysis, instrumental methods of quantitative analysis, sample collection and treatment, statistical analysis of data, and the applications of analytical methods to real-world problems. One laboratory period per week is scheduled. Laboratory exercises emphasize both development of technique and comparison of analytical methods. Prerequisite: CHE 122. Spring semester.

CHE 301 Organic Chemistry I (4 cr. hrs.)
This course in organic chemistry begins with atomic structure and builds through functional group chemistry. The interactions between structure, reactivity, and synthesis strategy are stressed. Typical topics include atomic and molecular structure; stereochemistry; reaction mechanisms; organic spectroscopy; and the chemistry of alkanes, alkenes, and alkynes. The course includes one laboratory period per week. Prerequisite: a grade of C or better in CHE 301. Spring semester.

CHE 302 Organic Chemistry II (4 cr. hrs.)
The studies begun in CHE 301 continue in this course. Typical topics covered are the synthesis and reactions of aromatic compounds, alcohols, ethers, polymers, carbonyl compounds, and amines. An emphasis is placed on the functional groups involved in the chemistry of biological molecules. The course includes one laboratory period per week. Prerequisite: a grade of C or better in CHE 301. Spring semester.
**CHE 401 Physical Chemistry I**  (4 cr. hrs.)  
Physical chemistry involves the study of the structures, physical properties, and interactions of individual molecules and collections of molecules. This first course includes introductions to thermodynamics and quantum mechanics as well as spectroscopy, electrolyte chemistry, and kinetics. The one lab period per week will not only involve traditional experiments, but it will also include literature assignments and activities in data analysis. **Prerequisites:** CHE 206, MAT 200, and admission to the chemistry or biochemistry major. Physics is strongly recommended. Fall semester.

**CHE 404 Advanced Inorganic Chemistry**  (4 cr. hrs.)  
This course is a study of the chemical elements with emphasis on structure, bonding, periodic trends, and concepts relating to mechanisms of inorganic reactions. These tools are used to interpret and systematize the concepts of inorganic chemistry. The course includes one laboratory period per week. The laboratory component will complement the lecture through the preparation, analysis, and study of various inorganic compounds. **Prerequisites:** CHE 206, 301, and admission to the chemistry or biochemistry major. Offered in the spring semester as faculty availability and student demand allow.

**CHE 405 Senior Seminar**  (1 cr. hr.)  
The goal of this course is to strengthen the student’s ability to read, to interpret, and to discuss primary scientific articles. Students will be encouraged to examine articles involving the latest developments reported in the chemical literature. Each student will make a formal public presentation of the contents of an article from a journal. A student who is involved in a research sequence may substitute CHI 410 or BIO 460 for this course in the requirements of the chemistry major. **Prerequisites:** Admission to the chemistry major and senior standing (or permission of the instructor). Fall semester.

**CHE 406 Instrumental Analysis**  (4 cr. hrs.)  
The course develops a basic understanding of the theory of instrumental analysis as well as demonstrates, via hands-on experience, the importance of instrumental methods to the modern chemist. A primary concern in the course is development and application of the fundamental principles of an instrumental method and its general theory. Students will not only learn the analytical application of instruments but will also use the instruments to collect significant chemical data. This latter feature of the course ensures that students acquire a sound knowledge of the chemical principles involved in the measurement and aids in selecting the most appropriate conditions for an analysis. Topics covered include computer interfacing and data analysis, spectroscopy, chromatography, and electro-chemistry. There is a strong laboratory component to this course. **Prerequisites:** CHE 206, 301 and admission to the chemistry or biochemistry major. Spring semester of odd-numbered years.

**CHE 450 Biochemistry**  (4 cr. hrs.)  
This is a detailed course in biochemistry that includes a study of the occurrence, structure, function, and metabolism of biologically important molecules. There is an emphasis on molecular species such as carbohydrates, lipids, amino acids, proteins, and nucleic acids. The course includes work in the laboratory. The course may be credited toward a biology or biochemistry major, as the student elects, but it cannot count towards more than one major. **Prerequisites:** BIO 233 (or instructor’s consent) CHE 302 (or concurrent enrollment), and admission to the chemistry, biochemistry, or biology major. Spring semester of even-numbered years. Also listed as BIO 450.

**CHE 210, 215 Introduction to Chemical Research**  (0.5-1 cr. hrs. each)  
These are courses that allow a student in chemistry or biochemistry to undertake an individual project in literature and/or laboratory research. Prior to enrollment, the student must select a topic and secure approval of the faculty member who will supervise the work on the project. These independent-study courses should be employed as a supplement to and not a replacement for regular courses in chemistry or biochemistry. They may not be used as a vehicle for repeating work from another course in chemistry. CHE 210 is a prerequisite for CHE 215. A student moving from CHE 210 to CHE 215 will...
find an increased expectation for independence and for originality in the work.

**CHE 310, 315, 410, 415**

**Chemical Research (1-3 cr. hrs. each)**

A four-course laboratory or library research project is required for the biochemistry major and is strongly encouraged for the chemistry major. CHE 310, the first course in this research sequence, is normally taken in the first semester of the junior year. CHE 315 and 410 involve continued laboratory and/or library research that was begun in CHE 310. CHE 415 is normally taken the second semester of the senior year. This sequence of courses will culminate in a presentation, both oral and written, of the results of the research project. Prior to enrollment in these courses, the student must select a topic and secure approval of the faculty member who will supervise the work on the project.

**Prerequisite:** Admission to the chemistry or biochemistry or biology major. CHE 310 is a prerequisite for CHE 315; CHE 315 is a prerequisite for CHE 410; and CHE 410 is a prerequisite for CHE 415.
Christian-Related Vocations Program

Director: Andrew Pratt, Dean of the Chapel

The Christian Related Vocations (CRV) program is a pre-professional program designed especially for the preparation of future ministers, vocational or otherwise, and involves the supervised practical application of learned ministry skills and theory. The CRV program may be combined with most any major offered at William Jewell. Students participating in the CRV program are expected to be active participants in ministry while on campus and through the local church. Participation in the CRV program includes a Talent/Co-curricular Financial Award that is subject to the rules and regulations governing financial assistance.

The Program is for students of any major who are in one of the following categories:

- planning on pursuing a career in a church related vocation
- planning on being involved in ministry as a volunteer
- wanting to learn and practice a variety of ministry skills in various ministry settings
- planning on attending seminary or other graduate level ministry training
- considering post-graduate short-term or vocational missions

Requirements

Participation in the CRV program involves the following requirements:

- Be accepted into the program on recommendation of the student's church and approval of the Dean of the Chapel.
- Successfully complete a major or a minor in Religion.
- Successfully complete CRV 201 Introduction to Ministry Skills during their first fall semester in the program.
- Successfully complete CRV 203 Ministry Internship.
- Successfully complete any two classes chosen from CRV 205 through 211.
- Maintain active membership in Sigma Epsilon Pi.
- Maintain active involvement in ministry on campus through Christian Student Ministries or be employed in a local Christian ministry or church.
- Participate in a ministry project at least once per semester or be employed in a local Christian ministry or church.
- Be an active member in a local church.

Students interested in the CRV program should:

1. Complete the CRV application available online at www.jewell.edu
2. Give the completed application to their Minister
3. Talk with their Minister about their commitment to and interest in ministry
4. The Minister sends the application to the Dean of the Chapel along with a letter affirming the student's pursuit of a vocation related to Christian ministry.

Hester Scholars

Each year, one or two students are named Hester Scholars. This distinction is awarded to a student majoring in Religion and preparing for a career in ministry who excels in scholarship, ministry and leadership.

To qualify as a Hester Scholar, students should be in the top 25% of their high school graduating class; evidence leadership and involvement in school, community and church; agree to major in the study of religion; and state their commitment to professional Christian service through pastoral ministry, teaching, or missions. The Talent/Co-curricular Financial Award for a Hester Scholar is more significant than the CRV award.

Students who would like to be considered for a Hester Scholar award should complete the CRV application and submit an additional essay on the topic, “What
role do you see academic study playing in your preparation for and ongoing commitment to professional Christian ministry?” The application, letter of recommendation, and essay should be submitted to the Dean of the Chapel. Hester Scholars are determined by the faculty of the Department of Religion.

**Pre-Seminary Study**

William Jewell College follows closely the recommendation of the American Association of Theological Schools on pre-seminary study. A summary of college recommendations follows.

**Recommendations for Pre-Seminary Studies**

**Skills and Mindset**

- Communication skills: writing and speaking.
- Ability to think critically.
- Appreciation for the great Christian traditions while remaining attentive to one’s own and others’ experiences.
- Awareness of growing sense of moral responsibility, both personal and social.
- Awareness of the world and its complexities, especially as they relate to the Christian mission.

**Information Base**

- A fundamental understanding of the tools and methods of biblical interpretation.
- A basic grasp of biblical history and the Christian heritage.
- An awareness of the theological and biblical resources that shape Christian ethics.
- Familiarity with the historical, philosophical, and literary developments of Western civilization.
- Awareness of non-Christian and non-Western religious traditions.
- A basic competence in New Testament Greek syntax, grammar, and reading skills.
- Some basic hands-on experience in ministry (through the CRV program).

**Subjects in Pre-Seminary Study**

By combining their study in the religion department with a complementary area of study at William Jewell, students will be better prepared for the significant learning experiences of seminary and for the field of service to which they have been called. The religion major normally requires a minimum of eight four-hour courses. This requirement leaves enough hours to pursue another area of study to provide a solid liberal arts base for seminary study. Possible combinations are:

- **Pastoral Ministry** – religion + literature or history
- **Church Music** – religion + music
- **Church Recreation** – religion + physical education
- **Evangelism** – religion + communication
- **Mission Field** – religion + foreign language
- **Christian Counseling** – religion + psychology
- **Denominational Service** – religion + business

**General Information**

All pre-seminary students should have the chair of the department of religion or a professor of that department serve as an academic advisor throughout their course of study. When a major other than religion is chosen, a joint program of advising will be undertaken with a member of the department of major study advising in academic matters pertaining to the major. The double major (religion plus another area) is strongly recommended.

**Course Descriptions**

**CRV 201 Introduction to Ministry Skills (1 cr. hr.)**

This course is designed to acquaint new ministry students with the basic skills involved in Christian ministry. The course leads students to consider the person of the minister and the role of the individual in Christian community. Students will participate in a ministry-related service event to put into action the skills learned in class. Students are encouraged to begin a program of personal spiritual formation, which is essential for effective Christian ministry. This course is required of all students receiving the CRV scholarship. Elective credit only.

**CRV 203 Ministry Internship (2 cr. hrs.)**

This course is designed to give students practical experience in ministry-related vocations and provide support and encouragement for students in these ministry settings. The course is required for all students receiving the CRV scholarship and may be repeated for a second semester. **Prerequisite:** successful completion of REL 110. Elective credit only.

**CRV 204 Campus Ministry Internship (0.5 cr. hr.)**

This course is designed to give students practical experience in ministry to their peers within a
Christian-Related Vocations Program

structure of support and teaching in the field of pastoral care. This course is required for all students involved in the Christian Student Ministries’ Shepherd Ministry. **Prerequisite:** permission of the instructor. May be repeated. Elective credit only.

**CRV 205-211 Issues in Ministry**
These courses are designed to acquaint students with issues and skills related to ministry in the contemporary church. These issues will be studied from both practical and theoretical viewpoints. CRV 203 is the recommended pre- or co-requisite course for CRV 205-211. Elective credit only.

**CRV 205 Education and Youth Ministries** (1 cr. hr.)
A study of the educational ministry in contemporary churches with special emphasis on the faith development of youth and young adults. **Prerequisites:** REL 110 and CTI 101. Elective credit only.

**CRV 206 World Missions** (1 cr. hr.)
A study of the theology and practice in the Christian world mission with emphasis on the success and failure of the Christian missionary when confronting various world cultures and religions. Elective credit only.

**CRV 207 Missions and Evangelism in the U.S.** (1 cr. hr.)
Study of missions and evangelism in the U.S. The course may be offered in relation to a College sponsored mission or service endeavor. Elective credit only.

**CRV 208 Preaching and Worship Leadership** (1 cr. hr.)
Since worship and proclamation are hallmarks of the Christian faith, this course is provided to acquaint students with the skills necessary for effective leadership in these areas. Public prayer, scripture reading, devotions and sermons will be covered. Organizing and implementing worship experiences will be highlighted with opportunities provided for practical implementations of skills learned. **Prerequisites:** REL 110 and CTI 101. Elective credit only.

**CRV 209 Preparation for Marriage** (1 cr. hr.)
This course prepares students for being good marriage partners through a study that includes but is not limited to the following topics: identifying a good marriage partner for yourself, realistic expectations for marriage, family of origin impact, personality impact on relationship, faith as the strengthening part of marriage, and resolving conflict in marriage. Elective credit only.

**CRV 210 Women in Ministry** (1 cr. hr.)
A study of the biblical and contemporary viewpoints concerning the roles of women in the church. Elective credit only.

**CRV 211 Pastoral Care** (1 cr. hr.)
A study of the foundations and dynamics of pastoral care in the personal and corporate crises faced by individual members of society. Elective credit only.
Communication and Theatre

Goals for Student Learning
The mission of the Communication and Theatre Department is to prepare students to be knowledgeable, versatile, and confident in responsibly meeting the complex communication challenges of a dynamic world. Graduates of the William Jewell College Department of Communication and Theatre should be able to:

- Excel in forms of verbal and nonverbal expression, demonstrating proficient delivery of well-written, purposefully crafted messages;
- Critically analyze acts of individual expression and effectively respond to complex communication challenges;
- Demonstrate an understanding of relevant, discipline-based theories by engaging in independent, creative, and scholarly projects.

The department offers six majors and two minors. All six majors lead to a Bachelor of Arts (BA) degree: organizational communication, rhetoric and political communication, theatre, theatre with a communication emphasis, speech education, and theatre education. The department also offers two minors: one in communication and one in theatre education. The courses required for the organizational communication major are as follows:

The Core
COM 210 Advanced Public Speaking (3)
COM 215 Communication Theory (3)
COM 368 Communication Research Methods: Rhetorical Criticism or Social Science (3)
COM 400 Senior Seminar (3)

Required Courses
COM 260 Organizational Communication (3)
COM 490 Internship (2)
Choose four of the following six courses:
COM 209 Interpersonal Communication (3)
COM 333 Media Reporting and Writing (3)

The Communication Core
The core is comprised of an integrated set of courses that offer students essential knowledge and skills in public speaking, research and writing, and communication theory. Communication Core courses are required in the following majors: organizational communication, rhetoric and political communication, theatre, theatre with a communication emphasis, speech education, and theatre education. Students should strive to take the core courses in the order listed.

The Majors
Organizational Communication
Organizational communication is a pre-professional major that serves well those who desire to work in business or other organizations but who would like to focus on positions relating to communication processes (public relations directors, marketing professionals, in-house communication specialists, consultants concerning communication in the work place, etc.). Although the major is pre-professional, it is still liberal arts in nature and allows some flexibility of focus depending on what specific career the student wishes to pursue. The courses required for the organizational communication major are as follows:

The Core
COM 210 Advanced Public Speaking (3)
COM 215 Communication Theory (3)
COM 368 Communication Research Methods: Social Science (3)
COM 400 Senior Seminar (3)

Required Courses
COM 260 Organizational Communication (3)
COM 490 Internship (2)
Choose four of the following six courses:
COM 209 Interpersonal Communication (3)
COM 333 Media Reporting and Writing (3)
The Core
COM 210 Advanced Public Speaking (3)
COM 215 Communication Theory (3)
COM 368 Communication Research Methods: Rhetorical Criticism (3)
COM 400 Senior Seminar (3)

Required Courses
COM 219 Introduction to Rhetorical Studies (3)
COM 323 Argumentation and Debate (3)
THE 271 The World of Theatre I (3)

Choose one of the following two courses:

Choose two of the following four courses:
COM 308/POL 308 Political Communication (3/4)
COM 312 Theory and Practice of Persuasion (3)
COM 380 History and Criticism of American Public Address (3)
COM 381 Communication Seminar (3)

Designated Electives (select 6-8 hours from the list below):
COM 260 Organizational Communication (3)
COM 333 Media Reporting and Writing (3)
COM 344 Principles of Integrated Communication (3)
COM 350 Public Relations (3)
COM 358 Cultural Communication (3)
COM 381 Communication Seminar (3)
COM 490 Internship (2-6)

PHI 202 Ethics (4)
PHI 215 History of Philosophy (4)
PHI 216 History of Philosophy II (4)
PHI 352 Existentialism (4)
PHI 358 Philosophy of Sex and Gender (4)
PHI 359 Postmodernism (4)
PHI 363 Modern Political Philosophy (4)
POL 100 Introduction to Politics (4)
POL 150 Introduction to American Government (4)

POL 200 Introduction to Political Theory (4)
POL 201 Congress and the Presidency (4)
POL 210 Campaigns and Elections (4)
POL 211 American Political Thought (4)
POL 313 Classical and Medieval Political Thought (4)
POL 314 Modern Political Thought (4)

Theatre
Theatre majors are those who have determined to follow a theatre career professionally or who plan to continue their studies in graduate school. Theatre provides an integrated curriculum in which students
learn to synthesize information from the various corners of theatre and to collaborate with personnel from all walks of theatre life. The unique synthesis of courses in the major, the college's core curriculum and electives combine to give students the opportunity to leave the college well rounded and ready for a profession that requires of its practitioners the abilities to think creatively and to synthesize material in highly sophisticated ways. The courses required for the theatre major are as follows:

**THE 271** The World of Theatre I (3)
THE 272-276, 278-279 Technical Theatre Seminars (1 hr. each)
THE 372 The World of Theatre II (3)
THE 373 The World of Theatre III (3)
THE 374 The World of Theatre IV (3)
THE 475 The World of Theatre V (3)
THE 477 Senior Theatre Comprehensives (3)
THE 479 Senior Theatre Performance (3)
COM 210 Advanced Public Speaking (3)
COM 490 Internship (3)

For students emphasizing directing and acting,
CTI 202 Performance Studies (4)* and
MUS 211-412 VO Voice (4)

For students emphasizing design,
Approved Art courses (6-8)**

*Performance Studies is a Level II CTI course in the Culture and Traditions category. As a result, theatre majors emphasizing directing and acting are required to take a Level II course from each of the four categories.

**Students must consult with their department advisor for approved art courses

**Theatre with a Communication Emphasis**

The theatre with a communication emphasis major is a generalist approach for students intent on pursuing work in academic, community, or professional theatre. The courses in the emphasis help students lay a strong foundation in all areas of theatre; thus, they will be graduated with a broad understanding of the art form of theatre and be ready to focus on a specific area after graduation. Non-theatre communication courses help students be more widely marketable as they face the job market. To further support the generalist approach, theatre emphasis students should strive to select a wide range of course work outside of communication before going on to graduate study or to work in theatre. The courses required for the major in theatre with a communication emphasis are as follows:

**Required Courses**

THE 271 The World of Theatre I (3)
THE 272-276, 278-279 Technical Theatre Seminars (1 hr. ea.)
THE 372 The World of Theatre II (3)
THE 373 The World of Theatre III (3)
THE 374 The World of Theatre IV (3)
THE 475 The World of Theatre V (3)
THE 479 Senior Theatre Performance (3)

**The Communication Core**

COM 210 Advanced Public Speaking (3)
COM 215 Communication Theory (3)
COM 368 Communication Research Methods (3)
COM 400 Senior Seminar (3)

**Speech Education and Theatre Education**

Students majoring in speech education and theatre education may receive certification to teach in grades 9-12 in the State of Missouri by double majoring in either speech or theatre education and secondary education. Procedures to be followed in obtaining teacher certification are included in the Student Handbook for Teacher Certification. Specific course requirements for all certification programs may be found on check sheets available in the education department office. Both majors meet the state guidelines for teachers of speech/theatre. The speech education major is for students who plan to focus on debate and forensics as high school teachers whereas the theatre education major is for students who plan to focus on theatre. The courses required for the speech and theatre education majors are as follows:

**Speech Education**

The Core
COM 210 Advanced Public Speaking (3)
COM 215 Communication Theory (3)
COM 368 Communication Research Methods (3)
COM 400 Senior Seminar (3)

Required Courses
COM 209 Interpersonal Communication (3)
COM 323 Argumentation and Debate (3)
COM 358 Cultural Communication (3)
COM 392 Debate Activity (1)
THE 271 The World of Theatre I (3)
Communication and Theatre

THE 272-275, 278, 279 Technical Theatre Seminars (1 hr. ea.)*
THE 372 The World of Theatre II (3)
THE 373 The World of Theatre III (3)
THE 374 The World of Theatre IV (3)
CTI 202 Performance Studies (4)**

Theatre Education
THE 271 The World of Theatre I (3)
THE 272-76, 278-279 Technical Theatre Seminars (1 hr. ea.)
THE 372 The World of Theatre II (3)
THE 373 The World of Theatre III (3)
THE 374 The World of Theatre IV (3)
THE 475 The World of Theatre V (3)
THE 479 Senior Theatre Performance (3)
COM 209 Interpersonal Communication (3)
COM 210 Advanced Public Speaking (3)
COM 312 Theory and Practice of Persuasion (3)
COM 323 Argumentation and Debate (3)
COM 358 Cultural Communication (3)
CTI 202 Performance Studies (4)**

*Speech Education majors take all technical theatre seminars except THE 276.
**Performance Studies is a Level II CTI course in the Culture and Traditions category. As a result, speech education and theatre education majors are required to take a Level II course from each of the four categories.

The Minors
Communication
The minor in communication provides a complementary course of study for students majoring in other areas (Business Administration, Psychology, English, etc.) to improve their understanding and practice of communication. Students with majors within the Department of Communication and Theatre may not minor in communication unless they are theatre majors. The courses required for the communication minor are as follows:

COM 215 Communication Theory (3)
COM 209 Interpersonal Communication (3)
COM 210 Advanced Public Speaking (3)
THE 271 The World of Theatre I (3)

Nine additional hours of COM courses including six hours at the 300-level or above.

Theatre
The minor in theatre provides the student majoring in another discipline (Music, Religion, Education, etc.) the opportunity to have a complementary focus in theatre. Students with majors within the Department of Communication and Theatre may not minor in theatre unless they are organizational communication or rhetoric and political communication majors. The courses required for the theatre minor are as follows:

THE 271 The World of Theatre I (3)
THE 272-276, 278-279 Technical Theatre Seminars (1 hr. ea.)
THE 372 The World of Theatre II (3)
THE 373 The World of Theatre III (3)
THE 374 The World of Theatre IV (3)
THE 475 The World of Theatre V (3)

Course Descriptions
Communication
COM 209 Interpersonal Communication (3 cr. hrs.)
Designed to guide students into an understanding of interpersonal communication and theory so they can function effectively in interactions with others. Students gain experience and understanding in areas such as self-concept, listening, and conflict resolution. Discussion, small group activities, and skill improvement projects allow the student to monitor individual growth.

Prerequisite: CTI 101.

COM 210 Advanced Public Speaking (3 cr. hrs.)
A course in advanced public speaking preparation and practice, with a focus on the learning and application of all factors used to evaluate Standard American English. Special attention will be given to the International Phonetic Alphabet. Students will be required to complete several oral presentations to help improve their public speaking skills.

COM 215 Communication Theory (3 cr. hrs.)
A survey course designed to introduce the student to communication theory, models, and contexts. The course includes both the historical foundation of the field and contemporary theories.

COM 219 Introduction to Rhetorical Theory (3 cr. hrs.)
An introductory course covering the fundamentals of rhetorical studies, including rhetorical theory, methodology, and criticism. The course includes
readings in both historical and contemporary rhetorical studies.

**COM 260 Organizational Communication** (3 cr. hrs.)
Examines the role of formal and informal communication between organization members and between representatives of different organizations. Emphasizes the relationships between organizational life and communication principles as they interact in the larger environment.

**COM 308 Political Communication** (3 cr. hrs.)
This course will survey the major institutions of political communication in the United States. Areas of study include campaign advertising and the development of sound bite politics, government-press relations, the impact of the media on agenda-setting and the policy process, the corporate structure of the mass media and its political consequences, the role of symbols in political discourse, and the manipulation of cultural icons. This course is cross-listed as POL 308.

**COM 312 Theory and Practice of Persuasion** (3 cr. hrs.)
An examination of the theory and practice of persuasion in a variety of contexts, including public speaking, advertising, political campaigns, and workplace communication. Students will gain experience in creating and analyzing persuasive messages. **Prerequisite:** COM 215.

**COM 323 Fundamentals of Argumentation and Debate** (3 cr. hrs.)
Fundamentals of competitive debate, analysis, research, and use of reasoning. Designed for the student who has no background in debate. Students with extensive debate background should speak with the instructor prior to enrolling. **Prerequisite:** CTI 101 or permission of instructor.

**COM 333 News Reporting and Writing** (3 cr. hrs.)
Techniques of media writing, with an emphasis on general reporting, features, news releases, and broadcast copy. Study of problems in copy editing, layout, and writing for different types of media.

**COM 344 Principles of Integrated Communication** (3 cr. hrs.)
Study of the means by which traditional boundaries between internal communication, publicity, advertising, public relations, and marketing merge in concept and practice. Students will focus on coordinating an organization's entire communication strategy to convey a consistent message to target audiences.

**COM 350 Public Relations** (3 cr. hrs.)
Examines the theories and methods of public relations in the modern organization. Students will develop the analytical skills necessary to identify and solve public relations problems while increasing their understanding of the legal and ethical constraints upon the public relations professional.

**COM 355 Small Group Communication** (3 cr. hrs.)
Designed to guide students into an understanding of small group communication processes and theories so they can function effectively in small groups. The students will be able to put theory into practice during their small group interaction throughout the semester. Discussion, small group activities, and projects allow students to monitor individual growth as group members and potential leaders.

**COM 358 Cultural Communication** (3 cr. hrs.)
A survey course designed to introduce students to such concepts as cultural differences, cultural belief systems, culture shock and acculturation, language of culture, and multicultural nonverbal messages.

**COM 368 Communication Research Methods** (3 cr. hrs.)
An introduction to communication research methods. The emphasis of the course will vary by semesters, and will be listed as either Social Science or Rhetorical Criticism. Includes an advanced examination of communication theory. Students should complete this course the semester prior to enrolling in COM 400. **Prerequisite:** COM 215.

**COM 380 History and Criticism of American Public Address** (3 cr. hrs.)
Historical and critical study of significant American speakers, with analysis of structure, content and influence of their works. **Prerequisite:** at least sophomore standing. For majors the prerequisite is COM 219.

**COM 381 Communication Seminar** (3 cr. hrs.)
Topics to be announced in special interest areas prior to registration. Students may take more than one communication seminar as long as they do not repeat a topic.
Communication and Theatre

COM 390-397 Communication Activities (0.5-4 cr. hrs.)
Designed for special activities. Credit may be obtained in debate, theatre, performance studies, radio, television, and writing, in addition to credit in regular courses. Activities and requirements must be planned in advance with the supervising staff member. Credit available each semester. One half (0.5) credit hour is awarded for every four (4) hours of activity per week, one (1) credit hour for eight hours of activity per week, etc. A cumulative total of four (4) credit hours may be earned. COM 390, Teaching Assistant, is variable credit of 1-2 credit hours as determined by the instructor. All communication activities courses require the consent of the instructor.

COM 390 Teaching Assistant.
COM 391 Performance Studies Activity.
COM 392 Debate Activity.
COM 393 Journalism Activity.
COM 394 Broadcasting Activity.
COM 397 Theatre Activity.

COM 400 Senior Seminar (1 cr. hr.)
The capstone research course in the communication core. Students will research, write, and publicly present a paper of journal or convention presentation quality. Prerequisites: COM 215, 368.

COM 490 Communication Internship (2-6 cr. hrs.)
The internship is designed to help students make the transition from formal academic study to actual workplace situations. The intent is to match students’ career goals with an appropriate cooperating organization in order to provide increased learning opportunities for students, who also benefit by being able to include the internship experience in their credentials. Prerequisites: Consent of the Department of Communication Director of Interns; 12 hours of communication courses as determined by the Director of Interns. Interested students should obtain a copy of the Department Internship Guidelines from the Director of Interns the semester before an internship is planned in order to meet the guidelines in a timely fashion.

COM 499 Independent Study (1-2 cr. hrs.)
Special creative project or investigative study designed by student(s) and approved by department staff. Credit for graduation with Honors/Achievement may be given with COM 499. Increased credit for honors work may be given as determined by the advisor.

Theatre
THE 271 The World of Theatre I (3 cr. hrs.)
An integrated course exploring theatre history (Greece, Rome, Middle Ages, and Japan), dramatic literature, acting/directing theory and literary criticism; offers praxis in acting and directing (improvisations), in technical theatre design (publicity and program), and in writing (theatre essays, plays, and press releases). Fall semester.

THE 272 Technical Theatre Seminar: Costumes
THE 273 Technical Theatre Seminar: Properties
THE 274 Technical Theatre Seminar: Lighting
THE 275 Technical Theatre Seminar: Scenery
THE 276 Technical Theatre Seminar: Sound
THE 278 Technical Theatre Seminar: Publicity
THE 279 Technical Theatre Seminar: Stage Management

THE 272-279 Technical Theatre Seminar (1 cr. hr.)
A seminar in technical theatre praxis. Through consultation with the instructor and work on productions in a given semester, students gain practical experience in technical theatre. Except under rare circumstances, students may sign up for no more than two seminars per semester. Students must complete all seven tasks per semester in which they produce their Senior Theatre Performance. Enrollment upon consent of the instructor.

THE 372 The World of Theatre II (3 cr. hrs.)
An integrated course exploring theatre history (Renaissance, neo-classicism-Romanticism, India) dramatic literature, dramatic criticism, and directing/acting theory; praxis in directing/acting (scenes), in technical theatre design (costumes and makeup), and in writing (essay, scene, play reviews and character analysis).

THE 373 The World of Theatre III (3 cr. hrs.)
An integrated course exploring theatre history (Realism-naturalism, China), dramatic literature, dramatic criticism, and directing/acting theory; praxis in directing/acting (audition piece), in technical theatre design (scenery), and in writing (writing, criticism/scene or ten-minute play, script analysis, and play critiques).
THE 374 The World of Theatre IV (3 cr. hrs.)
An integrated course exploring theatre history (Late 19th Century to the 1950s, Africa and African-American), dramatic literature, dramatic criticism, and directing/acting theory; praxis in directing/acting (ten-minute play), in technical theatre design (lights and sound), and in writing (journal article first draft). Ten minute play or journal article. Spring semester.

THE 475 The World of Theatre V (3 cr. hrs.)
An integrated course exploring theatre history (Early 1950s to the present, Native America), dramatic literature, dramatic criticism, and directing/acting theory; offers praxis in directing acting (original ten-minute play), in technical theatre design (all elements), and in writing (collaborative ten-minute play).

THE 477 Senior Theatre Comprehensives (3 cr. hrs.)
A synthesis tutorial in which theatre majors prepare to take the senior theatre comprehensive exam, a combination of praxis, essay, and objective tests that assesses the students' knowledge of content, as well as ability to synthesize content in coherent, sophisticated essays. **Prerequisites:** Complete all theatre course work in the theatre major with the possible exception of the Senior Theatre Performance.

THE 479 Senior Theatre Performance (3 cr. hrs.)
A capstone theatre performance for theatre majors with a communication emphasis, theatre education majors and theatre majors. The student artist directs, technically designs, and acts a major role in the theatrical production of a full-length play. The course is usually taken in the senior year. **Prerequisites:** Complete all theatre course work; acting in a major fall or major spring production; permission of instructor.
Goals for Student Learning

The mission of the Department of Education is to produce intentional, professional teachers. Graduates of the teacher education program:

• Possess strong content knowledge and the ability and inclination to continue to acquire knowledge;
• Are effective at producing student achievement;
• Actively value human diversity;
• Are technologically proficient;
• Research, analyze, synthesize and evaluate new information/points of view/instructional practices;
• Practice and acquire new skills;
• Use their knowledge and skills to teach effectively;
• Engage in reasoned teaching practice: to reflect on, and improve their own practice and the schooling system for the benefit of K-12 students
• Advance equity and justice

Teacher education is a professional program of study that leads to teacher certification and acquisition of the skills and knowledge required for intentional, effective teaching. Teachers prepared at William Jewell College view teaching as a moral activity that requires reasoned teaching practice including reflection about multiple factors that influence the learning of K-12 students. To produce effective, intentional teachers, the Department of Education collaborates with other academic departments in the college and schools in the community to provide an integrated sequence of high-quality courses and developmental fieldwork experiences in K-12 schools. William Jewell teacher education programs have been approved by the Missouri State Board of Education in the following fields:

- Art K-12
- Biology 9-12
- Chemistry 9-12
- Elementary 1-6
- English *5-9, 9-12
- French K-12
- Spanish K-12
- Instrumental Music K-12
- Vocal Music K-12
- Mathematics *5-9, 9-12
- Physics 9-12
- Physical Education 9-12
- Social Studies *5-9, 9-12
- Speech and Theatre 9-12
- Science *5-9

*See the section below on middle school certification for important information about the limited availability of this certification.

Successful completion of any of these programs of study leads to Missouri teacher certification in that field/grade level and either a Bachelor of Arts or Bachelor of Science degree for undergraduates. Elementary teacher education requires completion of the elementary education major plus a 20-hour area of concentration or minor in a subject area applicable to the elementary school curriculum. Secondary and K-12 teacher education majors must double-major in secondary education and the content field in which they intend to teach. Middle school teacher education is only available by adding coursework to one of the full teacher education programs of study. Students who wish to pursue more than one field or grade level of teacher certification must consult an Education advisor early in their program and should understand this will increase the length of their program of study.
Because teacher education is a professional program of study there are many policies and procedures with which students must comply. The Student Handbook for Teacher Education which contains those policies and procedures can be found on the Department of Education website. State teacher certification requirements change frequently and the Student Handbook contains the most current, accurate information about requirements. Due to the frequent changes in the profession, all education courses must be taken within seven years of applying for teacher certification. Specific “Requirements for Initial Undergraduate Certification” check sheets are available in the Education Department.

The Majors
Elementary Education (1-6) (BA/BS)
Synopsis

**Required Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 305</td>
<td>Developmental Psychology: Childhood (2)</td>
</tr>
<tr>
<td>CTI 284</td>
<td>School and Society in the United States (4)</td>
</tr>
<tr>
<td>EDU 201</td>
<td>Teaching the Expressive Arts: Art (1)</td>
</tr>
<tr>
<td>EDU 202</td>
<td>Teaching the Expressive Arts: Music (1)</td>
</tr>
<tr>
<td>EDU 203</td>
<td>Teaching the Expressive Arts: Physical Education (1)</td>
</tr>
<tr>
<td>EDU 205</td>
<td>Educational Psychology (2)</td>
</tr>
<tr>
<td>EDU 211</td>
<td>Techniques of Teaching (2)</td>
</tr>
<tr>
<td>EDU 212</td>
<td>Clinical Fieldwork: Suburban (1)</td>
</tr>
<tr>
<td>EDU 215</td>
<td>Information Technology (2)</td>
</tr>
<tr>
<td>EDU 234</td>
<td>Psychology and Education of the Exceptional Child I (3)</td>
</tr>
<tr>
<td>EDU 250</td>
<td>Teaching Communication Arts: Writing, Listening, Speaking (3)</td>
</tr>
<tr>
<td>EDU 301</td>
<td>Methods of Teaching Communication Arts: Reading (3)</td>
</tr>
<tr>
<td>EDU 303</td>
<td>Diagnosing and Correction of Communication Arts (3)</td>
</tr>
<tr>
<td>EDU 309</td>
<td>Content/Methods of Teaching Mathematics in Elementary School (5)</td>
</tr>
<tr>
<td>EDU 311</td>
<td>Clinical Field Experience: Urban (1)</td>
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<tr>
<td>EDU 312</td>
<td>Methods of Teaching Elementary Science (2)</td>
</tr>
<tr>
<td>EDU 313</td>
<td>Methods of Teaching Elementary Social Studies (2)</td>
</tr>
<tr>
<td>EDU 314</td>
<td>Methods of Teaching an Integrated Curriculum (2)</td>
</tr>
<tr>
<td>EDU 315</td>
<td>Clinical Fieldwork: Rural and Pre-Student Teaching (1)</td>
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<td>EDU 401</td>
<td>Reflective Teaching Seminar (2)</td>
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<td>EDU 405</td>
<td>Classroom Management (2)</td>
</tr>
<tr>
<td>EDU 410</td>
<td>Student Teaching for Elementary School Teachers (10)</td>
</tr>
</tbody>
</table>

Additional specific course requirements from other disciplines, including “General and Elementary Content Knowledge” and “Area of Concentration” detailed in the elementary education scope and sequence (see Handbook), are certification requirements.

Secondary or K-12 Education
Synopsis

**Required Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTI 284</td>
<td>School and Society in the United States (4)</td>
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<td>EDU 205</td>
<td>Educational Psychology (2)</td>
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<td>EDU 211</td>
<td>Techniques of Teaching (2)</td>
</tr>
<tr>
<td>EDU 212</td>
<td>Clinical Fieldwork: Suburban (1)</td>
</tr>
<tr>
<td>EDU 215</td>
<td>Information Technology (2)</td>
</tr>
<tr>
<td>EDU 234</td>
<td>Psychology and Education of the Exceptional Child I (3)</td>
</tr>
<tr>
<td>EDU 307</td>
<td>Teaching of Reading in the Content Areas (2)</td>
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<tr>
<td>EDU 310</td>
<td>Instructional Methodology (2)</td>
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<tr>
<td>EDU 311</td>
<td>Clinical Field Work: Urban (1)</td>
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<td>EDU 315</td>
<td>Clinical Field Work: Suburban (1)</td>
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<td>EDU 401</td>
<td>Reflective Teaching Seminar (2)</td>
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<tr>
<td>EDU 405</td>
<td>Classroom Management (2)</td>
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<tr>
<td>EDU 424</td>
<td>Student Teaching in Secondary School (10)</td>
</tr>
<tr>
<td>or EDU 425</td>
<td>Student Teaching in Grades K-12 (10)</td>
</tr>
</tbody>
</table>

The appropriate 300 level course in teaching methods in the content area (2-4)

Additional specific course requirements from other disciplines including “General Requirements for Secondary Education Programs” and a major in the subject area the student desires to teach (including specific content courses), are required for certification; see list of approved majors above and in the Handbook.

NOTE: Social studies teacher certification requires study across all social studies disciplines. Because 20 credit hours of history are required by Missouri for social studies certification, a history major is the most
efficient route. A student may major in another social studies field, but that choice will significantly lengthen the student's program of study.

**Middle School Education (grades 5-9)**

**Special Requirements:** Middle school teacher education is available in English/language arts, mathematics, social studies, or science. Middle school teacher certification is available only as a second field of certification. To add middle school certification to a regular secondary professional certificate, the student must complete the following additional courses: EDU 331, 332, 423 and PSY 306 plus specific content area course requirements. Middle school education courses (EDU 331 and 332) are available only during even-year summer sessions. Elementary teacher education students may be able to add middle school certification but only with completion of additional specific content area classes in addition to the middle school education course work listed above and EDU 307. Both elementary and secondary education students who desire middle school certification should consult their education advisor. Students pursuing middle school certification should understand this will increase the length of their program of study beyond a four year degree program.

**Pursuing a Teacher Education Program**

Because of the two layers of requirements (degree and teacher certification), the Department of Education asks prospective students to contact them as soon as possible so that they can get timely, accurate advising. As soon as a student decides to pursue teacher certification, he/she should declare an education major online and request an education advisor. Any student can declare the major at any time but, in order to enroll in upper division education course work, the student must be admitted to teacher education.

**Admission to Teacher Education Programs**

Because teacher certification is regulated by the state, teacher education students must apply for admission to a teacher education program in addition to declaring a major. Teacher education students should apply no later than the second semester of their sophomore year. If students are not admitted to teacher education by the end of the second semester of their sophomore year, they will be unable to complete teacher education within a four year degree program. Application forms for admission to a teacher education program may be obtained in the Education Department Office, Marston Hall 110. At application the teacher education student must meet multiple standards for admission including grade point average requirements, a qualifying score on the CBASE, and positive recommendations from faculty and field experiences. Further information on the application/admission process and specific requirements can be found in the Student Handbook. Teacher education majors may not enroll in 300 level education coursework until they are admitted to teacher education. Admission to the teacher education programs will be valid for a period of seven years, beginning on the date of official acceptance. Students who fail to complete all requirements for certification within the seven year period must re-apply for admission under the policies and regulations that are in force at the time of the new application.

**Transfer Students/Change of Major**

Students changing majors or transfer students planning to pursue teacher education should declare an education major and see an education advisor immediately. Subsequently the student should apply for admission to the teacher education program as soon as possible. Students seeking elementary certification must take a minimum of 27 hours of Education courses at William Jewell including:

- EDU 211 Techniques of Teaching (2)*
- EDU 301 Methods of Teaching Communication Arts: Reading (3)
- EDU 303 Diagnosis and Correction of Communication Arts (3)
- EDU 309 Content/Methods of Teaching Mathematics in Elementary School (5)
- EDU 314 Methods of Teaching an Integrated Curriculum (2)
- EDU 401 Reflective Teaching Seminar (2)
- EDU 410 Student Teaching for Elementary School Teachers (10)

Students seeking secondary 9-12 or K-12 certification must take a minimum of 21 hours of Education courses at William Jewell including:
EDU 211 Techniques of Teaching (2)*
EDU 307 Reading in Content Areas (2)
EDU 310 Instructional Methodology (2)
The appropriate 300-level course in the content area (3)
EDU 401 Reflective Teaching Seminar (2)
EDU 424 or 425 Student Teaching in Secondary School,
Student Teaching in Grades 9-12 or K-12 (10)
*An exception will be made for students who bring a fully completed AAT degree from a Missouri community college.

In most cases transfer students or students changing majors will find it necessary to attend college beyond the usual four years.

**General Requirements for All Teacher Certification Programs**

All teacher education students must meet the requirements of the William Jewell College core curriculum, “The Responsible Self.” In addition:

**U.S. Diversity:** Secondary (9-12, K-12) education students are required to complete a U.S. diversity course (CTI 200 United States Pluralism (4) or CTI 206 The Chicano Experience (4); ENG 355 Studies in African-American Literature (4); or COM 358 Cultural Communication (3). Only CTI 200 or 206 meet Jewell core requirements for Culture and Traditions.

**Additional Content Courses:** Elementary education students (1-6) are required to complete one additional course in each of the following content fields: science (SCI 101 with laboratory), a history or political science course in which US government is explicitly addressed, U.S. diversity (see above), art or music, health (PED 250 Health Science) geography, and economics (GEO 304 meets the last two for elementary majors).

**Writing Standard:** All teacher education students must demonstrate competence in English composition. The student must successfully complete CTI 102 Written Communication or the equivalent. If a student does not demonstrate writing competence the instructor will require the student to seek services from the Writing Center and file a Care Team form (see Handbook) and the student will be counseled.

**Oral Communication Standard:** All teacher education students must demonstrate oral communication competence. In addition to successful completion of CTI 101 The Responsible Speaker (4), the student must continue to exhibit strong oral presentation skills in education course work. If the student does not demonstrate such skills the instructor will file a Care Team form and the student will be counseled.

**Numeracy Standard:** All teacher education students must demonstrate basic mathematical competence. In addition to successful completion of CTI 103 Math Model Building and Statistics (4) (or equivalent), the student must continue to exhibit knowledge/accurate use of mathematics in education course work. If the student does not demonstrate those skills, the instructor will file a Care Team form and the student will be counseled.

**Advising for Elementary and Secondary Teacher Education Students**

All elementary teacher education majors must be advised by an elementary education advisor once each semester. K-12 and secondary (9-12) teacher education majors must be double majors and MUST be advised by both content area and education advisors each semester. Entering education students should enroll in 200-level courses as soon as is practicable. Teacher education students may not enroll for 300-level education courses until they are admitted to a teacher education program. Teacher education students should take the CBASE test during the second semester of the first year or the fall semester of the sophomore year. Registration for that test is done in the Education Office.

**Student Teaching**

Formal admission to the teacher education program is a prerequisite to applying for student teaching. Students must submit the Application for Student Teaching form by September 15 for student teaching in the following academic year. As part of the admission process, student teacher applicants must undergo an FBI background check for which there is a fee. Student teacher applicants will receive instructions about how and when to have the background check done as part of the admission process. The criteria for admission to student teaching are stated in the Handbook. Student teaching application forms are available in...
the Education Department office. Transfer students seeking teacher certification in secondary education and who have completed their major at an institution other than WJC must pass the Praxis II (a national teacher exam) before they will be considered for student teaching. A student must be approved for student teaching before enrolling in any of the following courses:

EDU 401 Reflective Teaching Seminar (2)
EDU 410 Student Teaching for Elementary School Teachers (10)
EDU 423 Student Teaching in Middle School (2)
EDU 424 Student Teaching in Secondary School (10)
EDU 425 Student Teaching in Grades K-12 (10)

Students must successfully complete a professional Teacher Work Sample/portfolio before receiving a grade in student teaching.

Application for Missouri Teacher Certification

Upon completion of a teacher education program, students must complete the official Application for Missouri Teachers Certificate form (available in the Education Department office) during the last semester of their teacher education program. Students must also provide official transcripts from all colleges that they have attended, and evidence of a passing score on the required teaching specialty test of the Praxis II (a national teacher examination) appropriate to their teaching field. In addition the State of Missouri requires an FBI background check. One of these screenings will be done prior to student teaching, but at present they are only valid for six months, so the student may have to submit another background check at application for teacher certification.

Test Information:
C-BASE and Praxis II

The CBASE is an entry test required for all entering undergraduate teacher education students. PRAXIS II is a series of exit tests for teacher candidates required by the State of Missouri. Information regarding test scheduling, test titles, and minimum passing scores is available from the WJC Teacher Certification Officer or on the Missouri Department of Education web site at http://www.dese.state.mo.us/divteachqual/teached/assessment.htm

Post-Baccalaureate Teacher Certification

The Post-Baccalaureate Certification Program allows those persons who already possess a baccalaureate degree from an accredited college or university in a secondary teaching field to complete the education course work required for teacher certification. Applicants to the post-baccalaureate certification program must have already passed the PRAXIS in their content field and a qualifying academic record. Specific requirements for admission can be found in the Handbook. Post-baccalaureate candidates meet the same requirements and do the same course work as regular teacher education students but are given credit for requirements met by their earlier baccalaureate degree as long as satisfactory grades were achieved, any completed education field work was done successfully, the overall academic record is strong, and the course is not mandated to be done at Jewell. The following courses must be completed at Jewell for post-baccalaureate teacher certification: EDU 307, 310, 311, 315, content methods course, and EDU 423, 424, and/or 425.

Course Descriptions

A background check is required for all clinical fieldwork courses.

EDU 201 Teaching the Expressive Arts: Art (1 cr. hr.)
EDU 202 Teaching the Expressive Arts: Music (1 cr. hr.)
EDU 203 Teaching the Expressive Arts: Physical Education (1 cr. hr.)

Courses for the prospective elementary teacher in which the roles of art, music and physical education in the elementary school curriculum are analyzed. Major goals of the courses include (1) understanding the objectives and methods employed by the specialists in the respective areas, and (2) developing strategies for the integration of the expressive arts into the teaching of the regular classroom subjects.
EDU 205 Educational Psychology  (2 cr. hrs.)
A survey of the psychological principles that have special application to the teaching/learning situation. The major topics of study include child/adolescent development, use of educational/psychological research, application of psychological theories and models to the teaching/learning process, and classroom dynamics.

EDU 211 Techniques of Teaching  (2 cr. hrs.)
A study of teaching methods, teacher-pupil relationships and curriculum in K-12 classrooms. Students acquire the knowledge and skill to plan, implement and assess learning effectively in each of four teaching models. The course must be taken at William Jewell College. Pre-requisite: EDU 205; taken concurrently with EDU 212.

EDU 212 Clinical Fieldwork: Suburban  (1 cr. hr.)
A course in which the teaching strategies, principles and concepts introduced in EDU 211 are practiced and observed in classroom settings through off-campus field placements. Background screening and investigation are required for students engaged in a fieldwork. Prerequisites: concurrent enrollment in EDU 211.

EDU 215 Information Technology  (2 cr. hrs.)
A course dealing with the design, selection, and utilization of learning strategies involving audiovisual, computer, and instructional media technologies. Emphasis is placed on teacher-constructed applications/materials for use in the classroom. Microcomputer competencies and the utilization of video and internet resources and technology in the classroom are among the major goals of the course.

EDU 234 Psychology and Education of the Exceptional Child I  (3 cr. hrs.)
This course is designed for students seeking certification to teach in either the elementary or secondary school, but open to all students interested in exceptionalities in children. Exceptionalities studied are blind, hearing impairment, physical impairment, gifted/talented, mentally handicapped, learning disabled and behaviorally disordered including multiple specific disorders within each of these broad categories. The causes, characteristics and teaching strategies identified with each exceptionality are studied. Student projects may center on an area of interest.

EDU 235 Psychology and Education of the Exceptional Child II  (1 cr. hr.)
This course is designed for students who wish to pursue further studies in the area of child exceptionalities beyond EDU 234. Self-designed projects in a chosen area of exceptionality or in a related field are encouraged and supported. Prerequisite: EDU 234.

Professional Education Courses

EDU 250 Methods of Teaching Communication Arts: Writing, Listening, Speaking  (3 cr. hrs.)
This course examines literacy development by exploring language acquisition, visual representation, speaking (including drama), listening and writing. Children's literature will be studied as models for these practices. Integration of these literacy skills throughout the curriculum will be demonstrated as best practice of the objectives of the elementary school language arts program. Students will plan, teach and evaluate lessons designed to achieve these objectives. Prerequisites: EDU 211 and 212. Spring semester.

EDU 301 Methods of Teaching Communication Arts: Reading  (3 cr. hrs.)
This course will include a study of the reading process and the methods, materials, and techniques used by elementary school teachers to teach reading. Students will evaluate the effectiveness of various reading strategies and teach and evaluate lessons in a clinical setting. Prerequisite: EDU 250; must be taken concurrently with EDU 311. Fall semester.

EDU 303 Diagnosis and Correction of Communication Arts  (3 cr. hrs.)
An introduction to specific methods for evaluating reading performance. Major topics of study include selection and administration of assessment measures, interpretation of results, and development of prescriptive programs. Prerequisite: EDU 301; must be taken concurrently with EDU 309, 314, 315. Spring semester.

EDU 307 Teaching of Reading in the Content Areas  (2 cr. hrs.)
Development of ability to understand and teach reading skills and abilities viewed as a continuing process fused with the teaching of content. Emphasis on cognitive processes, questioning strategies, study skills, and development of more
complex and refined reading skills. **Prerequisite:** EDU 310; must be taken concurrently with EDU 315. Spring semester.

**EDU 309 Content/Methods of Teaching Mathematics in Elementary School** *(5 cr. hrs.)*
This course is a study of the structure of the number system and the teaching strategies that may be utilized appropriately to teach elementary school-age children (K-8). Students are trained to utilize a wide variety of mathematics materials to make concrete the abstractions of mathematics. Some of the manipulatives used are: unifix cubes, base-ten materials, cuisenaire rods, chip-trading materials, geoboards, metric materials, pattern blocks, attribute sets, balance materials, tangrams and fraction bars. Must be taken concurrently with EDU 303, 314, 315. Spring semester.

**EDU 310 Instructional Methodology** *(2 cr. hrs.)*
Considers theoretical and practical issues of curriculum in secondary schools with attention given to teaching in classrooms with culturally diverse learners, and learners with exceptionalities. The role of the Missouri Department of Elementary and Secondary Education with emphasis on the grade level and course level expectations is discussed. Instructional strategies, methods, techniques, including lesson planning, learning activities, motivation, classroom management, and assessment procedures are investigated. **Prerequisite:** EDU 211; must be taken concurrently with EDU 311. Fall semester.

**EDU 311 Clinical Field Work: Urban** *(1 cr. hr.)*
A course in which the teaching strategies and principles introduced in EDU 301 and EDU 310 are practiced in an urban field placement. Must be taken concurrently with EDU 301 (elementary) OR EDU 310 (secondary); requires background check.

**EDU 312 Methods of Teaching Elementary Science** *(2 cr. hrs.)*
A course designed to introduce the preservice elementary teacher to science content, process skills, and tools of inquiry utilized in the discipline of science. A variety of teaching strategies are explored, with teaching through inquiry being the primary focus. Fall semester.

**EDU 313 Methods of Teaching Elementary Social Studies** *(2 cr. hrs.)*
Curriculum, methods and resources for teaching the Social Studies in elementary school. The emphasis is on preparing children for responsible citizenship. This is taken to include a fundamental knowledge of history, geography and economics. Connections between social studies and other content areas of the elementary curriculum are made explicit. Fall semester.

**EDU 314 Methods of Teaching an Integrated Curriculum** *(2 cr. hrs.)*
A course designed to integrate the methods of language arts, science, social studies, math, reading and fine arts into a high quality interdisciplinary curriculum (TOPICS) appropriate for the elementary school. EDU 303, 309, 315 must be taken concurrently. Spring semester.

**EDU 315 Clinical Fieldwork: Rural and Pre-Student Teaching** *(1 cr. hr.)*
The culminating fieldwork placement prior to student teaching in which the teaching strategies and principles introduced in all prior education course work are practiced in a rural field placement for the first seven weeks of the semester. During the second seven weeks of the semester the student begins to work in his/her student teaching placement to familiarize him/herself with the schools, students, policies, procedures, expectations of the classroom and the building. Concurrent enrollment in either EDU 307 or 303 required. Background screening and investigation are required for students engaged in fieldwork.

**EDU 331 Middle School Curriculum and Instruction** *(2 cr. hrs.)*
This course will provide an understanding of appropriate curriculum and instructional strategies for middle schools, grades 5-9, with special attention being focused on integrated curriculum, team planning, and multiple assessment strategies. Culturally diverse populations and special needs students will also be addressed. Clinical field experience required. Summer session of even-numbered years only.

**EDU 332 Reading and Writing for Middle School** *(4 cr. hrs.)*
This course acquaints prospective middle school teachers with methods of teaching language skills in grades 5-9. Students will explore the role of literature in the middle school program, integration of reading and writing, techniques of teaching the
writing process, and instructional formats for language instruction across the curriculum. Clinical field experience required. Summer session of even-numbered years only.

EDU 338 Teaching Social Studies in the Middle/Secondary School (3 cr. hrs.)
Responsible, informed decision making is developed in this course for students seeking certification in secondary social studies by sensitizing them to the range of decisions they are likely to encounter as teachers of social studies and by giving them experience in making these decisions. Students participate in lesson-planning and evaluation activities, all emphasizing decision making. Every other spring in odd years.

EDU 340 Teaching Science in the Middle/Secondary School (3 cr. hrs.)
Methods for teaching general science, biology, and chemistry in the classroom and laboratory; objectives and organization of subject matter; evaluating the pupil’s progress; selection and buying of supplies and equipment; and planning of laboratories. Every other spring in odd years.

EDU 342 Teaching English in the Middle/Secondary School (4 cr. hrs.)
A practical course in methods of teaching various phases of secondary English. Open only to those preparing to teach English. Every other spring in odd years.

EDU 345 Teaching Mathematics in the Middle/Secondary School (3 cr. hrs.)
Methods of presenting the subject matter of mathematics courses taught in secondary school, the motivation of students, evaluation of results, evaluation and selection of texts and material. References will be made to topics of modern mathematics. Every other spring in odd years.

EDU 348 Teaching of Speech in the Secondary School (2 cr. hrs.)
A survey of the literature of speech, a unit in curriculum planning, and study of teaching methods in theatre, forensics and general speech. Every other spring in odd years.

EDU 349 Teaching Foreign Languages in Grades K-12 (4 cr. hrs.)
Introduction to the theory and practice of teaching foreign languages at both the elementary and secondary levels. Components include: first- and second-language acquisition, individual learning styles, history of foreign language teaching in the U.S., curriculum planning and design, technology in the foreign language classroom, professional organizations, and observing foreign language classrooms. Every other spring in odd years.

EDU 351 Methods of String Instruments (2 cr. hrs.)
See Music section for course description. Cross-listed as MUS 351.

EDU 352 Methods in Woodwind Instruments (2 cr. hrs.)
See Music section for course description. Cross-listed as MUS 352.

EDU 353 Methods in Brass and Percussion Instruments (2 cr. hrs.)
See Music section for course description. Cross-listed as MUS 353.

EDU 358 Teaching Art in Grades K-12 (4 cr. hrs.)
This course relates the general principles of art education and its instruction to multicultural and interdisciplinary concerns, creativity, lesson planning and classroom field experience. The course prepares students to incorporate the historical, criticism/analysis, aesthetic, and product/performance strands that form the crucial elements of the discipline based Art education model. Every other spring in odd years.

EDU 401 Reflective Teaching Seminar (2 cr. hrs.)
The course focuses on the applied study, practice and analysis of teaching strategies and skills needed to meet the needs of all students. Topics include classroom management; lesson planning; lesson implementation including effective questioning, conducting productive discussions, reaching students with different learning styles/abilities/cultural backgrounds, using cooperative learning groups, and effective assessment; and systematic reflective practice to improved the instructional process including instructional and ethical decision-making. Includes construction of the required Teacher Work Sample/portfolio.

EDU 405 Classroom Management (2 cr. hrs.)
A course focusing on the major modern theories of classroom management. In addition to the study of theories, strategies for implementation and actual application and assessment of selected strategies will be covered. Spring semester.
EDU 410 Student Teaching for Elementary School Teachers (10 cr. hrs.)
This course provides for the elementary education major to teach in an elementary school classroom for a full semester (as defined by the teacher education faculty). The student is assigned to a cooperating teacher who works with the college supervisor to give the student an opportunity to teach under supervision. The student teacher must, during this time, develop in proficiency and assume complete responsibility for the children in the classroom. The principal and other school personnel cooperate to include, as nearly as possible, all of the experiences of a contract teacher. Students must successfully complete the Teacher Education Work Sample/Portfolio before receiving a grade in student teaching. See Student Handbook for admission requirements and general policies governing the program.

EDU 423 Student Teaching in Middle School (2 cr. hrs.)
Education majors receiving teaching certification in Middle School, grades 5-9, will teach in a middle school classroom for no fewer than seven weeks. The student, under the direction of the cooperating teacher at each level and the college supervisors, assumes responsibility for teaching. The principal and other school personnel cooperate to include, as nearly as possible, all of the experiences of a contract teacher. Students must successfully complete the Teacher Education Work Sample/Portfolio before receiving a grade in student teaching. See Student Handbook for admission requirements and general policies governing the program.

EDU 424 Student Teaching in Secondary School (10 cr. hrs.* )
Education majors receiving teaching certification in Secondary Education, grades 9-12, teach at a secondary campus for a full semester (as defined by teacher education faculty). The student, under the direction of the cooperating teacher and the college supervisors, assumes responsibility for teaching. The principal and other school personnel cooperate to include, as nearly as possible, all of the experiences of a contract teacher. Students must successfully complete the Teacher Education Work Sample/Portfolio before receiving a grade in student teaching. See Student Handbook for admission requirements and general policies governing the program.

EDU 425 Student Teaching in Grades K-12 (10 cr. hrs.)
This course provides for the education major receiving teaching certification in grades K-12 to teach in school campus settings at both the elementary level (for a minimum of seven weeks) and the secondary level (for a minimum of seven weeks). The student, under the direction of the cooperating teacher at each level and the college supervisors, assumes responsibility for teaching. The principal and other school personnel cooperate to include, as nearly as possible, all of the experiences of a contract teacher. Students must successfully complete the Teacher Education Work Sample/Portfolio before receiving a grade in student teaching. See Student Handbook for admission requirements and general policies governing the program.

EDU 430 Independent Studies in Education (1-4 cr. hrs.)
This course is provided for those students desiring or needing opportunities to pursue interests in any areas of concern to teachers. Prerequisite: GPA of 3.5 and approval of faculty. Students interested in an independent study should complete the request for independent study form in the Department of Education Office.

EDU 440 Undergraduate Research Seminar (1-4 cr. hrs.)
An introduction to the basic concepts, philosophies, and methodologies of educational research. Students will acquire a basic understanding of research design, implementation, and analysis of data as well as interpretation, use and limitations of results. Students taking the course for advanced credit will design and implement a research project investigating a topic pertinent to K-12 teaching and learning practice and report their research findings. Permission of instructor required.
EDU 451 Music Methods in the Elementary School (2 cr. hrs.)

EDU 452 Vocal Music Methods in the Secondary School (2 cr. hrs.)
See Music section for course description. Clinical field experience required. Cross-listed as MUS 452.

EDU 453 Instrumental Methods in the School (2 cr. hrs.)
See Music section for course description. Clinical field experience required. Cross-listed as MUS 453.

EDU 462 Vocal Pedagogy (2 cr. hrs.)
See Music section for course description. Clinical field experience required. Cross-listed as MUS 462.

EDU 465 Practicum in International Education (8-12 cr. hrs.)
A field experience in American higher education. Students from foreign countries are placed in beginning to advanced level foreign language classes at William Jewell College. Students serve as course assistants under the direction of a foreign language professor. Prerequisite: Completion of a post-secondary course of study at a foreign institution. Graded pass/fail. May be repeated. Does not meet student teaching requirements.

EDU 470 Seminar in British Primary Education (2 cr. hrs.)
A study of the philosophy, curriculum, and methods of the British primary schools. The course must be taken as a prerequisite to or concurrently with EDU 475.

EDU 475 Practicum in British Primary Education (4 cr. hrs.)
A four-week practicum in a British primary school supervised by a member of the education faculty. Prerequisites: junior standing and admission to the Teacher Education Program.

See Physical Education section for PED 465 Methods of Middle and Secondary School Physical Education.
English

Chair: Professor Mark Walters
Professor: Cecelia Robinson
Assistant Professor: Sara Morrison, Jennifer Cotter

The Department of English offers majors in English and English Education, both leading to the B.A. Students wishing to pursue the English Education major must double major in secondary teacher education. A student may take English as a primary major only in the B.A. program. The English major as a second major combined with a B.S. primary major does not require the additional B.A. degree courses.

The Department seeks to develop a love of literature by introducing students -- majors and non-majors alike -- to the pleasures of discussing and becoming familiar with great literary works in English, American, and world literature. The William Jewell College English major uniquely links the study and appreciation of great literature to the development of student writing skills for the changing American workplace. The Jewell English faculty believes that the strong writing skills which can sustain individual success in today's career environment are best founded in the vital understandings of language fostered by the close reading, intensive discussion and careful writing that comprise the core of traditional literary study.

Goals for Student Learning

• To promote wide reading in major works in the English, American and world literary traditions;
• To develop familiarity with contemporary critical theories and reading strategies;
• To become proficient in methods of independent reading and literary research;
• To become proficient and fluent in writing in academic as well as workplace-related contexts.

Revised Curriculum

A revised English curriculum came into effect in Fall 2008. Students who declared an English major or English Education major before that time will graduate under previous rules. Students who have taken a 200-level literature course at Jewell, or an equivalent course at another college prior to Fall 2008, and who wish to declare an English major may count that course toward minimum requirements for the revised major. 200-level literature courses do not count toward the English Education major.

Students who have declared an English major prior to Fall semester 2008 will be able to satisfy graduation requirements by substituting new or renumbered courses for courses listed in the previous curriculum, as follows:

Previous Curriculum       New Curriculum
ENG 260                  ENG 330
385, 390, 465, 475, 485   Any of ENG 440, 450, 460
Both of ENG 496 & 497     Any of ENG 440, 450, 460

Admission to the major

Students wishing to declare an English or English Education major should consult with their advisors. Formal admission to either major requires completion of a minimum of two college-level literature courses, or one college-level literature course and one college level writing course, at least one of which must be ENG 330, Introduction to Textual Study. The minimum acceptable G.P.A. in the courses presented for admission to the major is 2.75. The Education Department has additional requirements for admission to the Education major.

The Curriculum

Introductory courses: 200-level courses

200-numbered literature courses (225, 245, 255) are suitable for any student with an interest in literature. They cover a wide range of readings and provide instruction in methods of critical analysis and interpretation of written and other texts. They are divided into three categories: Types, Topics, and Periods. At least one of these courses is offered each
semester, open to English majors and non-majors. Students may take more than one of the courses within each category if the content differs. With two exceptions, English majors are not required to take any 200-level course, and may count no more than one of the 200-level literature courses (225, 245, 255) toward completion of the major. The exceptions are ENG 220, Business Writing, a required course for English majors, and ENG 235, Introduction to Study of Language, a required course for English Education majors.

**The literature core: 300-level courses**
300-level literature courses, with the exception of ENG 330, Introduction to Textual Study, emphasize extensive reading within a broad historical span. Their common purpose is to develop the ability to analyze and contextualize literary works within characteristics of historical periods and literary movements, informed by an understanding of critical methodologies.

ENG 330 is open to all students and is required for all English majors. In addition to 330, English majors must complete three courses at the 300 level, one each in English, American, and World literatures. Non-majors wishing to take any 300-level literature course apart from ENG 330 should have successfully completed at least one 200-level literature course at Jewell or equivalent at another college before enrolling.

300-level writing courses are open to all students. Those wishing to take ENG 320 or 336 must have completed ENG 220 or a similar writing course, or have the instructor’s permission, before enrolling in these courses.

**Advanced literary studies: 400-level courses**
400-level courses offer seminar-type intensive study of a specific topic, writer or theme, founded in the practice and methods of literary theory and primary research. Intended primarily for English majors, these courses provide opportunities for students to complete an independent research project in collaboration with a member of the English Department faculty.

English majors must have been formally admitted to the major and have completed ENG 330, Introduction to Textual Study, and at least two other 300-level courses before enrolling in any advanced studies course. Non-majors may occasionally be admitted to 400-level courses under special circumstances, with the consent of the instructor.

**The Major**
A minimum of 37 semester hours is required to major in English. English hours completed in excess of 40 do not count toward the minimum of 124 hours required for graduation.

**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 220</td>
<td>Business Writing (4)</td>
</tr>
<tr>
<td>ENG 316</td>
<td>Creative Writing: Fiction (4)</td>
</tr>
<tr>
<td>or ENG 317</td>
<td>Creative Writing: Poetry (4)</td>
</tr>
<tr>
<td>ENG 318</td>
<td>Creative Nonfiction (4)</td>
</tr>
<tr>
<td>or ENG 235</td>
<td>Introduction to the Study of Language (4)</td>
</tr>
<tr>
<td>ENG 330</td>
<td>Introduction to Textual Study (4)</td>
</tr>
<tr>
<td></td>
<td>Three literature courses at the 300 level, one in each of English, American, and World literature (12)</td>
</tr>
<tr>
<td></td>
<td>Two 400-level Advanced Studies courses (8)</td>
</tr>
<tr>
<td>ENG 351</td>
<td>Career Paths for English majors, preferably in sophomore year (1)</td>
</tr>
</tbody>
</table>

Students are expected to complete ENG 330, Introduction to Textual Study, before enrolling in any other 300-level course, and must have completed at least two 300-level courses in addition to ENG 330 before enrolling in any 400-level course, though course instructors may waive one or more of these prerequisites under some circumstances.

One introductory (200-level) literature course taken at Jewell or at another college or university may be substituted for a 300 level literature course. Courses presented for transfer credit should have goals, course work and content similar to specific literature courses listed in the Jewell course catalog. The English department chairperson must approve requests for transfer credit. Normally, no transfer equivalent will be accepted for ENG 330, and no more than one course will be accepted for transfer at the 300-level.

Because the English faculty believe that the skills of critical reading and thinking make the English major one of the most effective means of preparation for the changing demands of the global workplace, English majors with the exception of English Education majors are required to take ENG 351, Career Paths (1), preferably in their sophomore year. The course guides students toward effective choices of pre-employment options before graduation.
English Education
A minimum of 37 credit hours is required for students wishing to major in English Education and receive Missouri certification to teach English in grades 9-12: 25 hours in literature and 12 hours in composition and rhetoric. Students pursuing the English Education major must be simultaneously enrolled in the Secondary Education major. English hours completed in excess of 40 do not count toward the minimum of 124 hours required for graduation.

Required Courses
ENG 330 Introduction to Textual Study (4)  
ENG 235 Introduction to the Study of Language (5)  
ENG 350, 355 Studies in U.S. Literature I & II (8)  
One additional literature course at the 300 level (4)  
One literature course at the 400 level (4)  
Three courses in composition and rhetoric (12)  
Procedures to be followed to obtain teacher certification are included in the Student Handbook for Teacher Certification. Specific course requirements for all certification programs may be obtained from the Education Department office.

Twelve credit hours in Composition and Rhetoric, including a course in the teaching of writing, are required for Missouri English teaching certification in addition to the minimum 25 hours for the English major. Advisors in the English and Education Departments can provide information on courses meeting the Composition and Rhetoric requirement, including several regularly offered by the English Department. CTI 102: Written Communication, CTI 120, Advanced Written Communication, or equivalent college composition course taken elsewhere count toward this requirement.

Course Descriptions
ENG 220 Business Writing (4 cr. hrs.)  
Study of theory and practice in written communication within the business organization. Develops a basis for effective, professional writing of letters, memos, reports, proposals and presentations. Offered fall semester. Prerequisite: CTI 102.

ENG 222, 322, 422 Individual Writing Project (1-4 cr. hrs.)  
Individual writing courses for qualified students only, undertaken with the close sponsorship of an English teacher and beginning with a project proposal in specific terms. The numbers 322 and 422 are for the second and third such projects undertaken. Prerequisites: CTI 102. An advanced writing course and one completed literature course are also preferred. Enrollment is with instructor permission only.

ENG 225 Literary types. (4 cr. hrs.)  
Introduction to one or more significant genres of literature such as prose fiction, poetry, drama, nonfiction, including new genres such as screenwriting, the graphic novel, and science fiction. Includes an examination of the history and development of the genre. Prerequisite: CTI 102.

ENG 235 Introduction to the Study of Language (4-5 cr. hrs.)  
A study of the development of human language, language acquisition, structure and change, and language in human life. It is intended for any student interested in the subject. Students enrolled in ENG 335 receive an additional hour of class credit for completion of a major research or fieldwork project. With the additional hour, the course fulfills Missouri teacher certification requirements. Offered fall semester, odd-numbered years. Prerequisite: CTI 102.

ENG 242, 342, 442 Individual Practicum Project (1-4 cr. hrs.)  
Individual practicum projects for qualified students only, undertaken with the close sponsorship of an English teacher, beginning with a project proposal in specific terms. Examples of practice are field work in dialect study, tutoring students of English as a Second Language, service in the Writing Center. In each instance the practical work is combined with reflective study and with process analysis. The numbers 342 and 442 are for the second and third such projects undertaken. Prerequisite: CTI 102. Enrollment is with instructor permission only.

ENG 245 Literary periods. (4 cr. hrs)  
Introductory study of literary works associated with a significant historical period, literary movement, or intellectual current. Different literary genres will be studied in relation to the characteristic features of the period or movement, sometimes in the context of other genres of expression, such as painting or cinema. Examples
include the Romantics, the Irish Renaissance, Transcendentalism. **Prerequisite:** CTI 102.

**ENG 252, 352, 452**  
**Individual Reading Project** (1-4 cr. hrs.)  
Individual reading projects for qualified students only, undertaken with the close sponsorship of an English teacher, and beginning with a project proposal in specific terms. They are sometimes available for students who desire to undertake substantial reading programs of worthy literary works. The numbers 352 and 452 are for the second and third reading projects undertaken. **Prerequisites:** CTI 102 and one completed literature course. Enrollment is with permission only.

**ENG 255 Literary Topics** (4 cr. hrs.)  
Introductory study in comparative themes and topics found in significant literary works from more than one literary or cultural tradition. Examples include revenge literature, sexuality in literature, literature and religion, literary utopias and dystopias. **Prerequisite:** CTI 102.

**ENG 316 Creative Writing: Fiction** (4 cr. hrs.)  
An introduction to the writing of short stories through the study of the conceptual and mechanical elements of fiction and the workshop-formatted discussion of student manuscripts. Limited enrollment. At least one completed literature course is recommended prior to enrollment. **Prerequisites:** CTI 102 and sophomore standing. Offered fall semester.

**ENG 317 Creative Writing: Poetry** (4 cr. hrs.)  
An introduction to the writing of poetry through the study of its elements and conventions and the workshop-formatted discussion of student poems. Limited enrollment. At least one completed literature course is recommended prior to enrollment. **Prerequisites:** CTI 102 and sophomore standing. Offered spring semester.

**ENG 318 Creative Nonfiction** (4 cr. hrs.)  
Introduces the wide variety of styles and sub-genres associated with the term “creative nonfiction,” including autobiography, profile, biography, history, literary journalism, and the personal essay. Students will read critically and discuss examples by contemporary writers. On topics of their choosing, they will research and write forms of the genre that make up creative nonfiction, discussing their writing in workshop format. **Prerequisite:** CTI 102. Offered spring semester.

**ENG 320 Writing in the Real World** (4 cr. hrs.)  
Study in principles and strategies of argumentation and persuasion in public writing, including business and non-profit contexts. The course includes analysis of ethical principles in argument. Students will complete a business or grant proposal and at least two other extensive writing projects. The course will contribute to the development of a personal writing portfolio. **Prerequisite:** ENG 220 or consent of the instructor.

**ENG 330 Introduction to Textual Study.** (4 cr. hrs.)  
Introduces students to close study of texts, informed by contemporary literary theory. Intended for English majors, the course is required for continued study in the English Major. Non-majors may be admitted to the course with the instructor’s consent. **Prerequisite:** CTI 102. Offered spring semester.

**ENG 336 Topics in Advanced Writing.** (4 cr. hrs.)  
A workshop on writing for the professional marketplace. Topics will vary but may include screenplays, humor, or sports writing, civic or advocacy writing, writing in digital environments. The class is designed to allow students to work in genres not emphasized in Business Writing, Creative Nonfiction, or Creative Writing, under the guidance of professionals in the field. **Prerequisite:** ENG 220 or any 300 level writing course, or instructor consent. May be repeated for credit on different topics.

**ENG 340 Studies in English Literature I** (4 cr. hrs.)  
Introduces students to the English literary tradition of the Middle Ages to the Eighteenth Century. Fictional works of various genres, including poetry, prose, and drama, will be studied within their historical and cultural contexts, in dialogue with critical methodologies, and sometimes in the context of other genres, including painting or film. **Prerequisite:** ENG 330 or instructor permission.

**ENG 345 Studies in English Literature II.** (4 cr. hrs.)  
Introduces students to the English literary tradition of the Romantic Period to the Twenty-First Century. Fictional works of various genres, including poetry, prose, and drama, will be studied within their historical and cultural contexts, in dialogue with critical methodologies,
and sometimes in the context of other genres, including painting or film. **Prerequisite:** ENG 330 or instructor permission.

**ENG 350** Studies in U.S. Literature I. (4 cr. hrs)  
A study of selected major texts within United States literary history. **Prerequisite:** ENG 330 or instructor permission.

**ENG 351** Career Paths for the English Major (1 cr. hrs.)  
Examines the variety of career opportunities for English majors outside of teaching and helps students prepare for successful careers after graduation. Offered fall semester.

**ENG 353** Internship (1-4 cr. hrs.)  
A program offering majors hands-on experience in job situations. The internship experience is carefully designed to augment the skills in effective thinking, reading and writing that English majors develop in the classroom. **Prerequisites:** Minimum 3.0 GPA and consent of the instructor.

**ENG 355** Studies in U.S. Literature II: African-American Literature. (4 cr. hrs)  
Introduces students to the African American literary tradition and provides continued practice in analyzing and writing about fictional works. Readings in, discussion of and/or an essay or annotated bibliography about literature for adolescents are provided for students seeking to meet teacher certification requirements for adolescent literature. **Prerequisite:** ENG 330 or instructor permission.

**ENG 360** Great Works of World Literature. (4 cr. hrs)  
A study of representative works of world literature from Antiquity, the Middle Ages, and the Renaissance in translation. The course emphasizes the study and understanding of the literary, cultural, and human significance of selected great works of the Western and non-Western literary traditions in their cultural/historical contexts and of the enduring human values which unite literary traditions across history and cultures. **Prerequisite:** ENG 330 or instructor permission.

**ENG 365** Studies in Postcolonial literature. (4 cr. hrs)  
The course introduces students to contemporary postcolonial literature. **Prerequisite:** ENG 330 or instructor permission.

**ENG 440** Advanced studies: English literature. (4 cr. hrs)  
Intensive study of a specific topic, writer, or theme in English literature, grounded in the practice and methods of literary theory and research. Intended primarily for senior English majors, the course provides opportunities for students to complete an independent research project in collaboration with a member of the English Department faculty. **Prerequisites:** ENG 330 and at least two additional 300-level English courses. May be repeated for credit on different topics.

**ENG 450** Advanced studies: American literature. (4 cr. hrs)  
Intensive study of a specific topic, writer, or theme in American literature, grounded in the practice and methods of literary theory and research. Intended primarily for senior English majors, the course provides opportunities for students to complete an independent research project in collaboration with a member of the English Department faculty. **Prerequisites:** ENG 330 and at least two additional 300-level English courses. May be repeated for credit on different topics.

**ENG 460** Advanced studies: World literature. (4 cr. hrs)  
Intensive study of a specific topic, writer, or theme in world literature founded in practice and methods of literary theory and primary research. Intended primarily for English majors, the course provide opportunities for students to complete an independent research project in collaboration with a member of the English Department faculty. **Prerequisites:** ENG 330 and at least two additional 300-level English courses. May be repeated for credit on different topics.
History

Chair: Professor Thomas Howell
Professors: Elaine Reynolds, Fred Spletstoser, Jane Woodruff

Goals for Student Learning

Graduates of the William Jewell College history program:

• Demonstrate familiarity with the major figures and events, and the fundamental processes and developments, of American and World History;

• Analyze primary as well as secondary sources to develop and/or expand historical knowledge;

• Research, draft, and, if necessary, revise an historical research paper;

• Demonstrate knowledge of the nature and development of the historical profession and historiography.

The department offers one major and one minor. The major leads to a Bachelor of Arts (BA) degree. The department also offers a minor in history.

The Major

History

A minimum of 36 hours is required for the major; a maximum of 40 hours is allowed. Majors must take the beginning level survey courses in world history, 103-104 or equivalent, and American history 121-122 or equivalent, at least 16 hours of middle-level courses (numbered 200 and 300) with at least four hours in American and four hours in world history, and HIS 400, the Senior Capstone research seminar. Majors should meet the survey course requirements as quickly as possible, preferably within the first four semesters after declaring a major. HIS 400 is normally taken in the senior year toward the end of the major. Students may count one course from the following list as a middle level course for their major:

- ART 250 Western Art History I (4), or ART 251 Western Art History II (4)
- GEO 304 Economic Geography (4)
- POL 211 American Political Thought (4)
- POL 313 Classical and Medieval Political Thought (4)
- POL 314 Modern Political Thought (4)
- POL 334 U.S. National Security Policy (4)

History majors are encouraged to participate in Jewell’s overseas programs. All history courses help students develop skills in careful reading, effective writing, and critical thinking. A few majors may be able to take an internship. Consult with the department chair about possibilities.

Students who select history as their first major must follow the requirements for the BA degree. The history major as a second major combined with a Bachelor of Science primary major does not require the additional BA degree courses.

Students who wish to pursue teacher certification in social studies 9-12 (history is included; there is no separate history certification in Missouri) need to double major in secondary teacher education and to take specific social studies course work within and in addition to the history major. Additional information about the secondary education major can be found in the Education section of this catalog and the specific social studies course work is listed on advising checklists in the Department of Education Office. Middle school 5-9 certification course work is offered to add on to the 9-12 teacher education program in even summers only.

The Minor

History

Introduces students to the basics of world and American history in a 20-24 hour program. Students choose either an American or world history emphasis, enabling the student to do more in-depth study and to learn more about the work of historians. Students in the minor will be taught most of the same skills that history majors learn, including analytical reading, critical thinking, persuasive writing, and effective argumentation. Students in their first year will normally need to take at least one of the survey courses.
courses (121 or 122; 103 or 104). After at least one American and one World survey course, students take at least 12 hours of 200-300-level courses (with at least eight hours in the area of emphasis and at least four hours in the other area).

**Course Descriptions**

**HIS 103 World History to 1600** (4 cr. hrs.)
Introduction to the study of history as a liberal art. Considers the development of civilization in the West (Greece, Rome, the Middle Ages, the Renaissance and Reformation), Asia, Africa, and the Western Hemisphere. Interrelationships in global history are treated.

**HIS 104 World History since 1600** (4 cr. hrs.)
Introduction to the content and methodology of modern history. Considers the development of absolute monarchy, the Enlightenment, the French and Industrial Revolutions, the rise of European nations as world powers, imperialism, nationalism, and independence in non-Western nations, modern intellectual trends, and the two World Wars and their aftermath.

**HIS 121 The American Context to 1865** (4 cr. hrs.)
A survey of North American social, political, and economic development from the earliest discoveries and initial European colonization down through the War for Southern Independence.

**HIS 122 The American Context, 1865 to Present** (4 cr. hrs.)
A survey of the United States history from Reconstruction of the South after the Civil War to the present. Emphasis is placed on social, economic, and political developments.

**HIS 202 Introductory History Colloquium: World History** (4 cr. hrs.)
This course will provide a stimulating opportunity for a select group of students to consider a topic that is limited geographically and chronologically (such as “Women in Western Europe,” or “History of Science and Technology”). Students will read in primary and secondary sources. **Prerequisite:** History 103 or 104. Students with other qualifications or special interest or needs may consult the instructor to be admitted. May be cross-listed as CTI 286. It is recommended that students enrolling in this course be eligible to take Level-II CTI courses.

**HIS 204 Introductory History Colloquium: American History** (4 cr. hrs.)
For contours of course description see History 202. **Prerequisite:** History 121 or 122. Students with other qualifications or special interest or needs may consult the instructor to be admitted.

**HIS 223 History of England** (4 cr. hrs.)
A survey of the major themes, events, and people of English history from the 17th century to the present. This course introduces students to the work of historians as well as topics such as the impact of the Reformation, the English Civil War, the rise of parliament and party politics, England and the War for American Independence, the Industrial Revolution, Britain as an imperial power, the two World Wars, and the welfare state. Students who have taken ID 282, “British Studies,” at Harlaxton College, England, may not take HIS 223 for credit towards the history major. **Prerequisite:** History 103 or 104. Students with other qualifications or special interest or needs may consult the instructor to be admitted.

**HIS 224 Modern China** (2 cr. hrs.)
A consideration of the development of China from the late 19th century to the present. Gives particular attention to China’s attempts to modernize in reaction to Western and Japanese imperialism. **Prerequisite:** History 103 or 104. Students with other qualifications or special interest or needs may consult the instructor to be admitted.

**HIS 226 Modern Japan** (2 cr. hrs.)
A consideration of the development of Japan from the mid-19th century to the present. Gives particular attention to Japan’s attempts to modernize in reaction to Western imperialism. **Prerequisite:** History 103 or 104. Students with other qualifications or special interest or needs may consult the instructor to be admitted.

**HIS 228 Soviet Union** (4 cr. hrs.)
This course examines the Soviet Union from its emergence through its dissolution. Emphasis on internal developments and relations with the rest of the world from 1917 to 1991. **Prerequisite:** History 103 or 104. Students with other qualifications or special interest or needs may consult the instructor to be admitted.
HIS 229 History of the Middle East (4 cr. hrs.)
This course considers the history of the Middle East from ancient Biblical times through the present day. While the material covered in the course begins with events that occurred over 3000 years ago, the majority of the course deals with 20th and 21st century events, ideas, belief systems, and ethical questions related to the area. Particular emphasis is given to historical events that continue to influence present day actions and beliefs.

HIS 300 The United States, 1850-1877: Civil War and Reconstruction (4 cr. hrs.)
A detailed account of the causes of the War for Southern Independence, the course of the war itself, and the process of reconstructing. Prerequisite: History 121 or 122. Students with other qualifications or special interest or needs may consult the instructor to be admitted.

HIS 301 Jacksonian America: The United States, 1820-1850 (4 cr. hrs.)
This course examines the often volatile three decades from the Missouri Compromise to the Compromise of 1850. Special emphasis is placed on the mounting sectional conflict that steadily drove the nation toward disunion, the major social, political, and economic issues that sustained that conflict, reform movements and national leadership. Prerequisite: History 121 or 122. Students with other qualifications or special interest or needs may consult the instructor to be admitted.

HIS 305 The Rise of the City in the United States (4 cr. hrs.)
A detailed examination of United States history from colonial times to the present with heavy emphasis on the city as the locus and focus of the American experience. Special problems adherent to city building and urban life will be analyzed as will the city’s continuing contributions to and dominance of American institutions and traditions. Prerequisite: History 121 or 122. Students with other qualifications or special interest or needs may consult the instructor to be admitted.

HIS 306 American Westward Movement: A History of American Frontier (4 cr. hrs.)
The course examines the succession of American frontiers from the earliest days of New France and the Spanish Borderlands through the Anglo-American colonial frontier and the trans-Appalachian and trans-Mississippi Wests. Special emphasis is placed on the contributions of seemingly endless areas of free, or nearly free, land to the development of the “American character.” Prerequisite: History 121 or 122. Students with other qualifications or special interest or needs may consult the instructor to be admitted.

HIS 312 Europe in the Middle Ages (4 cr. hrs.)
The course begins with the transformation of the Roman Empire into the Middle Ages, and ends with the transformation of medieval Europe into the Renaissance. Attention will be given to such topics as monasticism, the crusades, feudalism, manorialism, the rise of papal monarchy, church-state struggles, and Gothic and Romanesque art. Prerequisite: History 103 or 104. Students with other qualifications or special interest or needs may consult the instructor to be admitted.

HIS 317 Early Modern Europe (4 cr. hrs.)
This course is an advanced survey of Europe in the 17th and 18th centuries, to 1815. Students will study topics such as the Wars of Religion, the rise of absolutism, Europe and the New World, the Scientific Revolution and Enlightenment, and the French Revolution. There is usually a “focus” to this study, which may be either based in content, such as warfare through time, or methodological, such as historiography or biography. Prerequisite: History 103 or 104. Students with other qualifications or special interest or needs may consult the instructor to be admitted.

HIS 318 The Formation of Modern Europe (4 cr. hrs.)
A detailed look at the development of Europe in the 19th and 20th centuries and the work of its historians. Considers such topics as the Industrial Revolution and its impact, the rise of nationalism, Bismarck and German unification, imperialism, the rise of middle class culture, the origins and impact of World War I, the emancipation of women, the Russian Revolution, the rise of Hitler and Nazi Germany, World War II and its aftermath. Prerequisite: History 103 or 104. Students with other qualifications or special interest or needs may consult the instructor to be admitted.

HIS 320 Crime and Punishment (4 cr. hrs.)
This course asks students to study and apply the content and methods of history, sociology, literature, and art history to the topic of criminal justice in
eighteenth and nineteenth century England. This was a time and place of significant debate sparked by the Enlightenment rationalism and evangelical enthusiasm and of important reforms in law, policing and punishment that continue to influence current debate on these issues. Students will grapple with a variety of materials, including statistical studies of crime, social theories of deviance, literature such as the play "The Beggar’s Opera" and the fiction of Charles Dickens, and the paintings of William Hogarth, to gain an in-depth appreciation for the dilemmas of crime and punishment. Cross-listed as CTI 277. It is recommended that students enrolling in this course be eligible to take Level-II CTI courses.

HIS 322 World War II and the Holocaust (4 cr. hrs.)
This course examines varied aspects of the most massive war in history and the equally massive atrocity associated with it. While giving attention to military history and the mechanics associated with the Holocaust, the course also delves into sociology, psychology, political science, and literature as it considers issues in ethics, politics, and law. **Prerequisite:** History 103 or 104. Students with other qualifications or special interest or needs may consult the instructor to be admitted. Cross-listed as CTI 280. It is recommended that students enrolling in this course be eligible to take Level-II CTI courses.

HIS 324 Comparative Revolutions (4 cr. hrs.)
This course will guide students through the study of at least two revolutions, for example the French Revolution of 1789 and the Russian Revolution of 1917. Some of the key questions involved in this will include: How do we define revolution? What causes them? What influences their outcomes? Are revolutions primarily political events or must they include social and/or economic change? Who participates in them and why? Are some revolutions failures and others successful? In some years the course will involve other “revolutions” such as the Scientific Revolution of the 18th century, the American Revolution, the Industrial Revolution of the 19th century, or the Chinese Communist Revolution of the 20th century. **Prerequisite:** History 103 or 104. Students with other qualifications or special interest or needs may consult the instructor to be admitted. Cross-listed as CTI 285. It is recommended that students enrolling in this course be eligible to take Level-II CTI courses.

HIS 325 History of the Baptists (2 cr. hrs.)
See course description for Religion 325.

HIS 330 Old Regime and Revolutionary France (4 cr. hrs.)
This course examines 18th-century France, its political structure, social relations, and economic development. Then it considers the French Revolution—its origins, course, and impact. An in-depth look at one of Europe’s great 18th-century powers and one of the world’s classic revolutions. **Prerequisite:** History 103 or 104. Students with other qualifications or special interest or needs may consult the instructor to be admitted.

HIS 400 Senior Capstone Research Seminar (4 cr. hrs.)
This course is the senior seminar for history majors. Students will study a variety of historical methods and research techniques. They will then apply some of these methods, along with their writing skills, producing a research project/paper. The research project, required of all majors, is to be on a topic chosen by the student in consultation with the instructor. Students will present their findings in an oral presentation as well as the final written version. **Prerequisite:** At least 24 hours of history including all survey courses.

HIS 402 Readings in World History (1-2 cr. hrs.)
Independent readings under professorial supervision. Writing assignments required. Limited enrollments. Must have professor’s permission before enrolling. Offered every semester.

HIS 404 Readings in American History (1-2 cr. hrs.)
Independent readings under professorial supervision. Writing assignments required. Limited enrollments. Must have professor’s permission before enrolling. Offered every semester.

HIS 480 History Internship (1-6 cr. hrs.)
This internship is intended to give the student practical experience in positions which traditionally use professional historians (or undergraduate history majors). This would include closely supervised work at such places as museums, historical sites, and historical depositories. Usually taken during the summer. Consult the department chairman. Offered on demand.
Languages

Chair: Professor Susan Myers
Professors: Kathleen Tacelosky, John Westlie, and Jane Woodruff
Assistant Professor: Jennifer Colón

The department offers three majors and four minors. All three majors lead to a Bachelor of Arts (BA) degree: French, Spanish, and International Business and Language. The department also offers four minors: Classic Humanities, French, Japanese Area Studies, and Spanish. A grade of C- or higher is required in each course in all of the majors and minors.

All students pursuing the BA degree must complete one semester of foreign language at the intermediate level or higher. Please see the Academic Core Curriculum section of this catalog for detailed information about transferring college credit to fulfill the William Jewell language requirement.

Entering students may receive up to 8 hours of credits in French or Spanish at the elementary level by submitting a satisfactory score on the CLEP examination, or in Greek, Latin or Japanese on the basis of a locally administered examination. All students with two or more years of the same foreign language in high school must take a placement test to determine the course they must enroll in. Students whose placement tests do not qualify them to enroll in an intermediate course may enroll in a course at a lower level as the placement score indicates. Students with two years or more of Spanish or Latin in high school may not enroll in the beginning courses of that language but instead in the accelerated elementary course.

The Majors
French or Spanish
Goals for Student Learning

Students who earn a BA in French or a French minor at William Jewell College will:
• Understand the literature and culture that shape modern France.
• Develop skills of thinking and analysis needed for further study.
• Speak French easily and fluently.
• Write French accurately.

French majors must complete 24 hours of French courses numbered 300 or above, including FRE 415 Synthesis of French Literature and Culture (4). It is required that students choosing French as a first major complete at least 6 hours of French study in a French-speaking region. It is highly recommended that students choosing French as a second or third major complete at least 6 hours of French study in a French-speaking region.

Students who graduate with a major in Spanish will:
• Know key historical and literary figures and events which are part of the cultural heritage deemed important to an educated Spanish-speaking person.
• Be aware of global economic and political realities that affect the Spanish-speaking world.
• Be able to connect literary works to the social environment within which they were written.
• Have adequate listening, reading, speaking and writing skills for effective communication in a work or social environment in Spanish, achieving an Intermediate High as a minimum score on the ACTFL oral proficiency exam.
• Be able to execute a research project in Spanish.
• Have completed a study abroad experience in Spanish.

Spanish majors must complete 24 hours of Spanish courses numbered 300 or above, including Spanish 415 Hispanic Civilization and Literature: Senior Synthesis (4). It is required that at least 8 hours of 300-level study be completed in a Spanish-speaking country. Students completing a second major in French or Spanish must complete the requirements for the Bachelor of Arts degree.

Students may receive certification to teach French or Spanish in grades K-12 in the State of Missouri by double majoring in either French or Spanish and secondary education. Procedures to be followed in
obtaining teacher certification are included in the Student Handbook for Teacher Certification. Specific course requirements for all certification programs may be found on check sheets available in the education department office.

**International Business and Language Goals for Student Learning**
Students who graduate with a major in IB-L will:

- Demonstrate proficiency in at least one foreign language
- Achieve a core knowledge of several functional areas in business and relevant quantitative tools and analytical techniques.
- Gain cultural competency for the international business environment.

The International Business and Language (IBL) major is a specially designed program planned for students who are strongly interested in foreign languages and who plan a career in international business. It is not the same as two majors, one in Business, the other in French or Spanish, but it includes features of both majors. It includes substantial study of the language, culture and literature of France or Spain and Latin America, including the opportunity for study abroad; a solid core of business, economics and accounting courses, including opportunities for internships in international businesses; and courses in the target area language and culture. Students may choose a language other than French or Spanish for their IBL major. Such a student must complete a proposal for a self-designed major that fulfills the requirements of the IBL template provided by the department. This proposal for a self-designed IBL major must be approved by the Chair of the Languages Department and by the Academic Dean.

**International Business and French Required Courses**

**French residency requirement:**
FRE 315 Introduction to French Studies (4) must be completed before study abroad.

**Business core.** ECO 201 and 202 must be completed before study abroad.
BUS 201 Organization and Management (3)
Languages

IB330 Spanish Models of Organization and Management
EC396 Spain and the European Union Application to IN395 Internship Seminar

The remaining hours are to be fulfilled by a variety of Spanish language and culture courses chosen from these approved IES categories: Art History, Film Studies, History, Literature, Political Science, Spanish, Theater, Women's Studies.

The IB-Spanish major prohibits a minor in Spanish, but the major in Spanish is permitted.

The Minors

**Classical Humanities**

*The Robert Baylor Semple Department of Classics*

**Goals for Student Learning**

Graduates with a minor in classical humanities will:
1. Develop at least minimal reading competency in either Latin or ancient Greek.
2. Acquire general knowledge of Roman history (for Latin readers), ancient Greek history (for Greek readers) or both.
3. Pursue more in-depth knowledge of some aspect of classical culture, e.g., art or philosophy or politics (student’s choice).

The interdisciplinary Classical Humanities minor is intended to provide students interested in the ancient Greek and/or Roman world with the background and skills (historical and linguistic) necessary to pursue that interest, broadly or narrowly. Classical Humanities minors (16-18 hours total) comprise 8 hours of Latin or 8 hours of ancient Greek at the intermediate level or above, 3-4 hours of Roman and/or ancient Greek history, and 3-6 hours in a specialized area of classical studies chosen by the student from a discipline other than history or language (e.g., art or philosophy or political science). Up to 6 hours of credit may be earned from approved study abroad or exchange programs. A research project (GRK/LAT 312, 0-2 hours) approved by the coordinator concludes the minor. A grade of at least C- is required in all coursework and on the final project, with a cumulative GPA of at least 2.00 for all work done in the minor.

**French**

The French minor is designed for students who would like to add a French component to their other major, such as art, music, business, pre-engineering, international studies and other fields in which France and Francophone countries play a role. French minors must complete 16 hours of French courses, including FRE 212 Intermediate French II (4), FRE 315 Introduction to French Studies (4), and two other courses numbered 300 or above. The student may replace FRE 212 with another course numbered 300 or above, if the student, upon taking the placement test, is allowed to enroll directly into FRE 315. A grade of C- or higher is required in each course to complete the minor.

**Japanese Area Studies**

Students who graduate with a minor in Japanese Area Studies will:

- Have an intermediate level of competency in the Japanese Language.
- Know key cultural, historical and political facts about Japan and Asia.
- Have completed a semester abroad in Japan.

**Requirements:**
A minimum of 11 hours of Japanese language: 4 hours at William Jewell, 7 hours in Japan, with the required completion of the intermediate level (the equivalent of Japanese 212, Intermediate Japanese II). Also required is 8 hours of courses related to Japanese area studies taken while in Japan. The minimum is 19 semester hours, 15 of which must be completed in Japan. A grade of C- or better in all courses is required for the minor.

**Spanish**

The Spanish minor is designed for students who would like to improve their communicative ability in Spanish, and to broaden their understanding of the Hispanic cultures. The ability to communicate in Spanish will enhance career possibilities for students who are considering working in a variety of human service fields, such as education, health, business and counseling. Spanish minors must complete 16 hours of Spanish courses beyond Spanish 211 Intermediate Spanish I (4), and a minimum of 12 hours of those must be on the 300 level. One 300
level Spanish course taken on campus is a requirement for completion of the minor in Spanish. A grade of C- or higher is required in each course to complete the minor.

Course Descriptions
French

FRE 111 Elementary French I (4 cr. hrs.)
A complete introductory college course in French covering the skills of listening, speaking, reading and writing French as well as a cultural introduction to Francophone regions. Fall semester.

FRE 112 Elementary French II (4 cr. hrs.)
A continuation of French 111 using the same methods. Prerequisite: FRE 111 or its equivalent. Spring semester.

FRE 114 Accelerated Elementary French (4 cr. hrs.)
An introductory college course in French covering the skills of listening, speaking, reading, and writing French as well as a cultural introduction to Francophone regions. The course covers the same material as FRE 111 and FRE 112 at an accelerated pace for students who have had two or more years of French in high school, but whose placement test scores indicate that they are not adequately prepared to enter FRE 211. Prerequisites: Two years of high school French and recommendation of the Department based on the placement test. Spring semester.

FRE 115, 215 Directed Study (2-4 cr. hrs.)
For special cases only, primarily upper-class or transfer students who need partial credit to finish out the elementary or intermediate courses, or students who have valid scheduling problems. Prerequisites for 115: the equivalent of 111 and consent of instructor. Prerequisites for 215: the equivalent of 112 and consent of instructor.

FRE 211 Intermediate French I (4 cr. hrs.)
Review of grammar and vocabulary of the beginning level with the addition of new elements and an emphasis on proficiency in the four language skills and culture. Prerequisite: FRE 112 or its equivalent. Fall semester.

FRE 212 Intermediate French II (4 cr. hrs.)
A continuation of French 211 using the same methods. Prerequisite: FRE 211 or its equivalent. Spring semester.

FRE 315 Introduction to French Studies (4 cr. hrs.)
An introductory course to French Studies in which students study at least one cultural and historical period and its cultural products including literature and other artistic expressions. Students learn to study this material, to analyze these cultural products and to present those analyses in essays and oral presentations, skills requisite for the major. Students have a formal advanced grammar review to support accuracy of expression needed for the major. This is an integrated course addressing skills in literature, language and culture in French. Prerequisite: French 212 or equivalent. Fall semester.

FRE 320 French Studies (4 cr. hrs.)
This course will address various topics related to the history, civilization and literature of Francophone countries. Prerequisite: Any 300 level French course. May be taken more than once under a different topic. Fall semester every second and third year.

FRE 324 French Novel of the 19th Century (4 cr. hrs.)
An integrated study of the French novel of the 19th century through selected, representative works; supporting study of the historical and cultural context of the 19th century; review of selected grammar and sentence structures; structured opportunities to speak French. Prerequisite: any 300 level French course. Spring semester, every third year.

FRE 351 French Theatre of the 17th and 20th Centuries (4 cr. hrs.)
An integrated study of French theatrical literature of the 17th and 20th centuries through selected, representative works; supporting study of the historical and cultural context of the 17th century; review of selected grammar and sentence structures; structured opportunities to speak French. Prerequisite: any 300 level French course. Fall semester, every third year.

FRE 353 French Civilization and Literature (4 cr. hrs.)
A study of the cultural, social and political climate of France since the sixteenth century supported by a detailed study of French poetry;
review of selected grammar and sentence structure; and opportunities to speak French. **Prerequisites:** Any 300-level French course. Spring semester, every third year.

**FRE 354 20th Century Francophone Novel**
(4 cr. hrs.)
A detailed study of Francophone novels of the twentieth century, with emphasis on issues of writing and maturity into adulthood; review of selected grammar and sentence structures; and opportunities to speak French. **Prerequisite:** any 300 level French course. Spring semester, every third year.

**FRE 411, 412 Tutorial in French**
(1-4 cr. hrs.)
Extensive directed study in an area of special interest to the student, with preparation and presentation of reports. **Prerequisite:** consent of the instructor. Offered either semester as needed.

**FRE 415 French Studies Capstone**
(4 cr. hrs.)
A seminar requiring the synthesis of skills learned in other classes, including independent reading of a major literary work, literary analysis, cultural and historical knowledge, research, and presentations of individual work in both written and oral formats. Two class sessions with expectations of individual initiative in research, reading, analysis and development of two papers (literary analysis and history), one oral presentation (culture) and an annotated bibliography on a topic or topics of choice. **Prerequisite:** 16 credit hours numbered 300 or above. Spring semester.

**Spanish**

**SPA 114 Accelerated Elementary Spanish**
(4 cr. hrs.)
An introductory course in Spanish covering the skills of listening, speaking, reading and writing Spanish. The course covers the same material as SPA 111 and 112 at an accelerated pace for students who have had two or more years of Spanish in high school, but whose placement test scores indicate that they are not adequately prepared to enter SPA 211.

**SPA 115, 215 Directed Study**
(2-4 cr. hrs.)
For special cases only, primarily upper-class or transfer students who need partial credit to finish out the elementary or intermediate courses, or students who have valid scheduling problems. **Prerequisites for 115:** the equivalent of 111 and consent of instructor. **Prerequisites for 215:** the equivalent of 112 and consent of instructor.

**SPA 211 Intermediate Spanish I**
(4 cr. hrs.)
Review of grammar, further practice in conversation and composition, reading from representative Spanish and Spanish-American authors as well as cultural readings, and extensive practice in writing. **Prerequisite:** SPA 112 or equivalent.

**SPA 213 Introduction to Literary Readings and Grammar Review**
(2 cr. hrs.)
An introduction to the study of literature and literary analysis. Literature will be selected from Spain, Latin America and Latino (USA) sources. Intensive grammar review and compositions, as well as readings about the authors and their cultural context, will accompany the study of the texts. **Prerequisite:** Spanish 211 or equivalent.

**SPA 214 Spanish for the Working World**
(2 cr. hrs.)
Introduction to the appropriate use of Spanish for business, international trade and other professional contexts. Emphasis is placed on commercial terminology, documentation and correspondence. Areas such as advertising, trade, transportation, banking, and finance will be covered in this course. **Prerequisite:** Spanish 211 or equivalent.

**SPA 216 Special Topics in Hispanic Culture**
(2 cr. hrs.)
This course will study topics related to the history, civilization and literature of Spanish-speaking
populations in the United States, Latin America and Spain. **Prerequisite:** Spanish 211 or equivalent.  

**SPA 226/306 The Chicano Experience (4 cr. hrs.)**  
This course will trace the history of the Chicano presence in the United States from the period of Spanish colonization, through the Mexican-American war and up to the present. The student will examine writings in the disciplines of history, literature and sociology in order to gain an understanding of the current and historical issues in the Chicano community. The major questions addressed will be those of identity and the struggle for place, recognition and justice in the society at large. Students enrolling in 226 will find the course consistent with a second level intermediate-level class. **Prerequisite:** at least 2 hrs. in intermediate Spanish courses beyond SPA 211. Cross-listed with CTI 206. It is recommended that students enrolling in this course be eligible to take Level-II CTI courses.

**SPA 320 Topics in Hispanic Civilization (4 cr. hrs.)**  
An introduction to the literature, history and cultures of Spain and Spanish America. Major literary works are studied in their historical and cultural contexts. The course content is divided into two sections which are taught in alternate years. Section A focuses on Hispanic civilization and literature before 1800, and section B focuses on the 19th and 20th centuries. Students may take both sections of this course in consecutive years for a total of 8 credit hours. The course emphasizes writing skills and the development of clarity and accuracy in both written and spoken Spanish. **Prerequisite:** at least 2 hrs. in intermediate Spanish courses beyond SPA 211 or equivalent.

**SPA 323 Masterpieces of Spanish Literature (4 cr. hrs.)**  
An introduction to the study of important literary works within the context of the major political and social developments, and the influence of the great literary movements of Europe. The course will focus on the novel, short fiction, and some poetry. **Prerequisite:** SPA 320 or permission of instructor.

**SPA 325 20th Century Spanish Theater (4 cr. hrs.)**  
A presentation of the major trends in twentieth century Spanish theater through the reading of a number of significant plays. The plays will be studied in their social and artistic contexts. **Prerequisites:** SPA 320 or permission of instructor.

**SPA 326 Study of Don Quixote (4 cr. hrs.)**  
An in-depth study of the character of Don Quixote, and analysis of Cervantes’ narrative technique. The course will require reading of the novel in a version which retains many archaic forms of speech, as well as selected contemporary critical works. **Prerequisites:** SPA 320 or permission of instructor.

**SPA 327 Advanced Oral and Written Spanish (4 cr. hrs.)**  
This course is designed to refine speaking and writing skills through discussion of topics related to Latin America, the United States and Spain. Compositions related to these topics will enhance writing proficiency in Spanish. **Prerequisite:** at least 2 hrs. in intermediate Spanish courses beyond SPA 211 or equivalent.

**SPA 328 Advanced Grammar and Introduction to Spanish Linguistics (4 cr. hrs.)**  
Introduces students to the study of the systems of Spanish: syntax, phonology, lexicon and morphology and language as a social construct. Regional varieties of Spanish spoken in Spanish, Latin America and the US as well as Spanish in contact with other languages will be considered. **Prerequisite:** at least 2 hrs. in intermediate Spanish courses beyond SPA 211 or equivalent.

**SPA 350, 450 Internship in Spanish (1 cr. hr.)**  
Spanish majors in their junior or senior year may take an internship for a maximum of one credit hour. The exact nature of the internship experience will be worked out with the Spanish faculty and is subject to approval by the chair of the department. Internship credit may not be applied to credit for the major in Spanish.

**SPA 411, 412 Tutorial in Spanish (1-4 cr. hrs.)**  
Extensive directed study in an area of special
interest to the student, with preparation and presentation of reports. **Prerequisite:** consent of the instructor. Offered either semester as needed.

**SPA 415 Hispanic Civilization and Literature: Senior Synthesis (4 cr. hrs.)**
This course is for the student whose major field is Spanish, and is the final course in the major sequence. The focus of the course is on synthesizing knowledge from previous courses into a broad historical and cultural framework. The emphasis of the course will be a major research project that incorporates works read in previous classes into a theme-based paper. **Prerequisite:** At least 16 hours of 300-level work in Spanish, 8 of which must be on the WJC campus.

**Japanese**

**JPN 111 Elementary Japanese I (4 cr. hrs.)**
A complete introductory course in college Japanese. Students learn to speak, read, and write Japanese.

**JPN 112 Elementary Japanese II (4 cr. hrs.)**
A continuation of JPN 111 with an increased emphasis on reading and writing Japanese.

**JPN 211 Intermediate Japanese I (4 cr. hrs.)**
Further practice in speaking and reading Japanese. Basic skills in writing Japanese are introduced. **Prerequisite:** JPN 112 or the equivalent.

**JPN 212 Intermediate Japanese II (4 cr. hrs.)**
The course completes the intermediate language sequence in Japanese. **Prerequisite:** JPN 211 or the equivalent.

**JPN 350 Independent Study in Japanese Language, Culture, History and Literature (1-4 cr. hrs.)**
Primarily for students who have returned from overseas studies in Japan, the independent study is designed to allow the student to continue to develop skills and knowledge of the Japanese language and culture. A student may receive up to 12 hours of independent study in Japanese.

**Greek**

**GRK 112 Elementary New Testament Greek (4 cr. hrs. each)**
Inflection, syntax, word formation and vocabulary building are emphasized along with reading simple passages from the Greek New Testament.

**GRK 113 Elementary Ancient Greek I (4 cr. hrs.)**
Study of classical Greek grammar, vocabulary, and syntax, to enable students to read Greek literature of increasing difficulty.

**GRK 114 Elementary Ancient Greek II (4 cr. hrs.)**
Continued study of classical Greek grammar, vocabulary, and syntax, to enable students to read Greek literature of increasing difficulty. **Prerequisite:** Greek 113.

**GRK 213 New Testament Greek (4 cr. hrs.)**
The vocabulary, inflection, syntax, and style of Koine Greek is studied as it appears in the literature of the New Testament. The student becomes familiar with the standard grammars, lexicons, dictionaries, commentaries, and other resources to gain competency in reading and interpreting the New Testament. Selected portions of the New Testament exegeted. Offered on demand.

**GRK 215 Intermediate Ancient Greek (4 cr. hrs.)**
Extensive readings from works of one or more Greek authors, such as Xenophon or Plato, depending on student interests. **Prerequisite:** Greek 114 or equivalent. Fall semester.

**GRK 311-312 Independent Study (1-4 cr. hrs.)**
Readings in one or more Greek authors. Offered on demand.

**Latin**

**LAT 111 Elementary Latin I (4 cr. hrs.)**
Inflection, syntax, word formation, vocabulary building are emphasized. In the application of grammar, translation will move from simple to more complex. (Students with two or more years of high school Latin may not enroll in 111.)

**LAT 112 Elementary Latin II (4 cr. hrs.)**
Inflection, syntax, word formation, vocabulary building are emphasized. In the application of grammar, translation will move from simple to more complex.
LAT 114 Accelerated Elementary Latin (4 cr. hrs.)
Inflection, syntax, word formation, vocabulary building are emphasized. The course covers the same material as LAT 111, 112 at an accelerated pace for students who have had two or more years of Latin in high school, but whose placement test scores indicate that they are not adequately prepared to enter LAT 213. **Prerequisite:** Two years of high school Latin and recommendation of the department based on the placement test.

LAT 213 Intermediate Latin (4 cr. hrs.)
Builds on a foundation of grammar attained in 111-112. Extensive reading from the works of one or more Latin authors. Fall semester.

LAT 311-312 Independent Study (1-4 cr. hrs.)
Readings in one or more Latin authors. Offered on demand.
The Major Mathematics

Chair of Physics and Mathematics: Professor Patrick Bunton
Assistant Professors: Mayumi Derendinger, Neil Nicholson

Goals for Student Learning

Students graduating with a Bachelor of Arts degree in mathematics will:

- Have a solid foundation in undergraduate mathematics necessary for lifelong learning in mathematics and areas related to mathematics.
- Think critically and creatively as mathematicians.
- Develop skills in reading, writing, and presenting mathematical ideas, concepts, and problems.
- Be prepared to pursue an enriching career or advanced study.
- Be able to participate in a scholarly community.

The department offers one major and one minor. The mathematics major leads to a Bachelor of Arts (BA) degree. The department also offers a minor in mathematics. A student who selects mathematics as a second major combined with a BS primary major is not required to take the additional BA degree courses. All majors must successfully complete a senior project. For the mathematics and secondary education majors, the student teaching is counted as senior project. For mathematics majors, the project may be a research project approved by mathematics faculty, a formal independent study (MAT 490 Independent Study (1-4)), or may be done in conjunction with an upper level course (MAT 301, 335, 347, 410, or 443: must have consent from the instructor at the beginning of the semester). A grade of C- or higher is required in each course for the major.

Students majoring in mathematics may receive certification to teach mathematics in grades 9-12 in the State of Missouri by double majoring in mathematics and secondary education. Procedures to be followed in obtaining teacher certification are included in the Student Handbook for Teacher Certification. Specific course requirements for all certification programs may be found on check sheets available in the education department office.

The Major Mathematics

Required Courses

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MAT 200</td>
<td>Calculus II</td>
<td>4</td>
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<td>MAT 201</td>
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<td>Applied Linear Algebra</td>
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<td>College Geometry</td>
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<td>MAT 305</td>
<td>Introduction to Probability</td>
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<td>MAT 320</td>
<td>History of Mathematics</td>
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<td>MAT 335</td>
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<td>MAT 410</td>
<td>Analysis I</td>
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<td>MAT 443</td>
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<td>MAT 451</td>
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The Minor Mathematics

Required Courses

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<td>MAT 281</td>
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<tr>
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Designated Electives (select one):

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<th>Course</th>
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<td>Analysis I</td>
</tr>
<tr>
<td>MAT 443</td>
<td>Complex Variables</td>
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</tbody>
</table>

Mathematics
Course Descriptions

MAT 101 Precalculus  (4 cr. hrs.)
Basic concepts of precalculus including the study of algebraic and trigonometric functions and limits plus an introduction to the concepts and applications of calculus with particular emphasis on business applications. Students who have credit in CTI 104 or higher cannot get credit for MAT 101. (MAT 101 will not count toward a mathematics major.) Each semester.

MAT 190 Introduction to Computer Science  (4 cr. hrs.)
The course is an introduction to computers and computer programming. Key topics include computer machinery and the concepts that make them possible. Topics cover problem specification; program logic, structure and interfaces; program implementation, documentation, and testing. The course is recommended for a broad range of audiences. It is primarily aimed at students who have no programming experience.

MAT 200 Calculus II  (4 cr. hrs.)
A continuation of CTI 104 including further applications and techniques of single variable integral calculus. Prerequisite: CTI 104 or advanced placement. Each semester.

MAT 201 Calculus III  (4 cr. hrs.)
Sequences, series, solid analytic geometry and multivariate calculus. Prerequisite: MAT 200 or advanced placement. Fall semester.

MAT 202 Differential Equations  (4 cr. hrs.)
Ordinary differential equations. Solution of differential equations by operators, power and Fourier series and Laplace transforms included. Prerequisite: MAT 200. Fall semester on demand.

MAT 281 Applied Linear Algebra  (4 cr. hrs.)
Development of the algebra and calculus of matrices, introductory theory of vector spaces and eigenvectors with particular attention to topics that arise in applications. Prerequisite: MAT 201. Spring semester.

MAT 290 Bridge to Advanced Mathematics  (4 cr. hrs.)
This course offers a bridge between the calculus sequence and upper-level mathematics. Students will be introduced to first-order and propositional logic, mathematical proof methods, set theory, relations, functions, and cardinality of numbers. Prerequisite: MAT 201. On demand.

MAT 301 College Geometry  (3 cr. hrs.)
A study of Euclidean geometry, finite geometries, and non-Euclidean geometries. Prerequisites: junior standing or consent of instructor. Prerequisite: MAT 201 or instructor’s consent. Spring semester. On demand.

MAT 305 Introduction to Probability  (4 cr. hrs.)
An introduction to probability spaces, distribution and estimation theory with emphasis on model building. Prerequisite: MAT 201. Fall semester. On demand.

MAT 320 History of Mathematics  (4 cr. hrs.)
A survey of important concepts of mathematics from antiquity to the present, with an emphasis placed on individuals, problems, achievements, scientific viewpoints, and cultural contexts of each historical era. Prerequisite: MAT 281 or MAT 290.

MAT 335 Numerical Analysis  (4 cr. hrs.)
A study and analysis of the numerical methods of solving algebraic and transcendental equations, ordinary and partial differential equations in integration and other mathematically expressed problems. Prerequisite: MAT 202 and MAT 281. Spring semester. On demand.

MAT 347 Abstract Algebra  (4 cr. hrs.)
An introduction to groups, rings, integral domains and fields. Course material includes Lagrange’s Theorem, isomorphism theorems, Caley’s Theorem, Sylow’s Theorem, polynomial rings and ideals. Prerequisite: MAT 281. Fall semester, even years.
MAT 410 Analysis I (4 cr. hrs.)
A rigorous approach to the study of functions, limits, continuity, differentiation and integration of functions of one and several variables. Prerequisite: MAT 281. Spring semester, even years.

MAT 443 Complex Variables (4 cr. hrs.)
This course is an introduction to the study of complex variables and its applications. Topics studied include: complex numbers, analytic and elementary functions, complex integration and Cauchy’s theorems, sequences, Taylor and Laurent series, residues and poles. Prerequisites: MAT 202 or MAT 281. On demand.

MAT 451 Advanced Mathematics Seminar (1-4 cr. hrs.)
Special topics in advanced mathematics for juniors and seniors to provide advanced study opportunities in analysis, algebra and applied mathematics. On demand.

MAT 490 Independent Study (1-4 cr. hrs.)
Approved on or off-campus projects in independent research and reading by mathematics majors.
Music

Chair: Professor Ian Coleman
Professors: Tony Brandolino, Calvin Permenter, Ron Witzke
Associate Professor: Ann Marie Rigler
Assistant Professor: Phil Schaefer

Goals for Student Learning

Graduates of the William Jewell College music program:
- Perform to a high standard on at least one instrument or voice.
- Demonstrate an understanding of common practice and post-tonal theory.
- Speak with conviction about the development of music in the western tradition.
- Perform in an ensemble setting with a knowledge of how this is different from solo performance.
- Demonstrate functional piano skills.
- Use with some fluency at least one music-related computer application.
- Have an understanding of the business of music.
- Confidently undertake research, making use of available resources.

All students wishing to major in music must complete an admission audition. The music department, an accredited institutional member of the National Association of Schools of Music, offers two music degree programs: the Bachelor of Arts (BA) requiring a minimum of 124 credit hours for graduation, 84 of which are non-music and the Bachelor of Science (BS) requiring a minimum of 124 credit hours for graduation, 64 of which are non-music. Recital attendance (MUS 199) is required of all music majors (for seven semesters) and minors (for three semesters). The Recital Attendance Policy, and much other important information including course checklists, is described in detail in the Department of Music Handbook, which is available in the Music Office.

All students complete the BA core courses in music. Students who wish to add an area of emphasis and complete the BS degree can do so by seeking the approval of the music faculty and then taking the necessary courses from this list of additional courses offered in the music department. Specific hour requirements may be found in the music handbook.

The Music Core

(All students complete the classes listed in the music core. Suggested sequencing can be found in the Music Department Handbook.)

MUS 109 Introduction to Music Study (0)
MUS 110 Introduction to Music Software (0)
MUS 120 Music Theory I (3)
MUS 121 Ear Training I (2)
MUS 130 Music Theory II (3)
MUS 131 Ear Training II (2)
MUS 220 Structural Forms in Music (2)
MUS 340 Post-tonal History/Theory (3)
MUS 122, 132, 222, 232 Four Semester Keyboard Harmony Sequence (4)

Applied study in Piano/Organ Accompaniment (2)
8 semesters of Principal Ensemble

(Exception: 7 semesters for Music Education majors)
4 semesters of Secondary Ensemble
Applied Area of study -
7 semesters at 1 hour each (7)
Half Recital or approved alternative (0-1)
MUS 240 Introduction to Music Literature (2)
MUS 341 History of Western Music I (Before 1750) (3)
MUS 342 History of Western Music II (Post 1750) (3)
MUS 260 Beginning Conducting (2)
MUS 400 Introduction to the Business of Music (2)
(Exception for Music Education majors: MUS 400 is a highly recommended elective.)
Music

The Majors

BA Degree in Music
Under the BA degree, a maximum of 40 hours of music credit, achieved by completing the Music Core, are allowed, excluding required lab/ensemble credits. A grade of C- or higher is required in each music course for the major. All BA students must complete 84 non-music hours.

BS Degree in Music
Within the BS program, a maximum of 60 hours of music is required, excluding performance lab/ensemble and recital requirements. These hours consist of the 40-hour music core outlined above and up to an additional 20 hours of music courses that concentrate the student's studies into one of five areas of emphasis. Students may petition the faculty to pursue one of five majors: music theory/composition, music history, church music, music education, or music performance. A grade of C- or higher is required in each music course for the major. Specific programs are outlined in the Department of Music Handbook, which is available on request from the music office and is given to each entering music major.

The Minor

Music
A music minor is also available. It may be especially appropriate for students whose primary majors would make it difficult to pursue a second major in music, for those students who decide to do serious music study rather late in their collegiate careers, and for those students who wish to undertake collegiate music study but are not considering a full career in music. As shown in the list below, the minor requires 23-24 hrs. of music study, excluding choral and instrumental/performance lab/ensemble requirements.

Required Courses
MUS 120 Music Theory I (3)
MUS 121 Ear Training I (2)
MUS 130 Music Theory II (3)
MUS 131 Ear Training II (2)
MUS 122 Keyboard Harmony I (1)
MUS 132 Keyboard Harmony II (1)
(no barrier exam required for minor)
MUS 240 Introduction to Music Literature (2)
Applied study for 4 semesters (4)
Ensembles for four semesters of principal ensemble (no secondary ensemble for minors)
One other additional Music History Course (2-3)
Choose from history sequence (MUS 341/342), Jazz History (or other special offerings) or Music Literature courses (MUS 441 choices) as offered.

Students will also select 2-3 additional hours from available music courses for which they have fulfilled any prerequisites or for which they have instructor permission. Beginning Conducting (MUS 260) is highly recommended as an elective.

Music Instruction

Private Instruction
Private instruction indicates private lessons in the performing areas listed below. One half-hour lesson per week plus one hour of practice per day earns one semester hour of credit. All students are
required to participate in a studio recital each semester. All applied music students will participate in a vocal or instrumental ensemble unless excused by the department chair. The times for music lessons are coordinated through the music office. A fee is charged for all lessons. Private study is available on two levels: General (MUS 211 or 212) and Advanced (MUS 411 or 412). The last digit of the course number indicates the number of credit hours. Advanced level is considerably more demanding and is required of performance majors and music education majors only. Others may take this level only with permission of the particular applied faculty. Specific requirements may vary among the applied areas. All private lessons may be repeated as desired, using the same number where necessary. Students in vocal study participate in diction classes (MUS 209/210) early in their undergraduate careers, as described under Class Instruction. The section abbreviation indicates the exact area of study. Some degree programs require a Half (MUS 399) or Full (MUS 499) Recital, or both.

Lessons are offered in:

Piano PN  Clarinet CL
Organ OR   Saxophone SX
Harpischord HP  Bassoon BS
Voice VO  Trumpet TP
Violin VN  French Horn FH
Viola VA  Trombone TB
Cello VC  Euphonium EU
String Bass BS  Tuba TU
Bass Guitar BG  Percussion PC
Classical Guitar CG  Composition CO
Harp HR  Half Recital
Flute FL  Full Recital
Oboe OB

Class Instruction

Class instruction is available to both majors and non-majors who wish to study piano, voice or guitar from a very rudimentary starting point. Some of these courses while not a required part of the core, may be taken to supplement other core studies.

MUS 111PN Class Piano  (1 cr. hr.)
A suggested minimum of four and a maximum of eight students. Beginning piano through level four. May be repeated using the same number. (Fee charged.)

MUS 111VO Class Voice  (1 cr. hr.)
A suggested minimum of four and maximum of eight students. Open to all students. Fundamentals of singing, posture, breath control, vocal placement, and vocal literature are introduced. Offered as needed. May be repeated using the same number. (Fee charged.)

MUS 111CG Class Guitar  (1 cr. hr.)
Designed for beginners interested in functional guitar. Basic techniques in classical guitar to include major/minor chords, inversions and scales with application of materials used in elementary music. May be repeated using the same number. (Fee charged.)

MUS 209 English and German Diction  (1 cr. hr.)
MUS 210 Italian and French Diction  (1 cr. hr.)
A series of voice diction labs. All voice students will take both courses although they are available for all other applied students with an interest in the subject matter.

Course Descriptions

MUS 101 Music Theory
As Taught By The Beatles  (2 cr. hrs.)
An introduction to the fundamentals of music theory. This course will cover treble and bass clefs, intervals, scales, rhythm, notation, triad and seventh chords, simple chord progressions, and elementary song writing and lyric setting techniques. While a variety of literature will be examined, the primary source material will be drawn from the considerable output of the rock group The Beatles. Available to majors and non-majors with an interest in the theory of musical construction.

MUS 109 Introduction to Music Study  (0 cr. hrs.)
An introduction to the study of music. This course equips the student with skills needed to be successful as an undergraduate music major. It will introduce the student to research skills, time management skills and give strategies for planning a comprehensive four-year experience. There will also be a component dealing with professional health, performance injuries, and performance anxiety. The course will also discuss possible career choices for the student holding the BA or BS degree in music and explain how to make best use of the undergraduate sequence in order to have the best opportunity of fulfilling those career aspirations. Pass/fail. Meets seven weeks of semester.
MUS 110 Introduction to Music Software
An introduction to the software necessary for successful music study. There are currently a number of high-powered music printing/publishing programs available to musicians. This course offers a complete introduction to one of these. The course will enable students to understand how the program functions and prepare them to potentially use the program throughout their undergraduate career. Pass/fail. Meets seven weeks of semester.

MUS 120 Music Theory I
An overview of the foundations of music theory and a complete study of diatonic harmony including all diatonic chords and non-chord tones. Study is through analysis, four-part harmony exercises, and practical arranging exercises.

MUS 121 Ear Training I
Sight singing and dictation of diatonic scales, intervals, triads, rhythmic groups, harmonic function and tonal melodies.

MUS 122 Keyboard Skills I
This course introduces basic piano skills, including familiarity with symbols and terminology, touches, pedaling, sight-reading, harmonization, transposition, improvisation, and playing solo repertoire. Class meets twice weekly.

MUS 130 Music Theory II
A study of the principles of chromatic harmony and modulation to closely and distantly related tonalities, with a continuing emphasis on writing and analysis. Prerequisite: MUS 120.

MUS 131 Ear Training II
Sight singing of tonal melodies, canons, and part music in treble, bass, and C-clefs. Dictation of tonal and chromatic melodies, rhythmic groups, harmonic intervals, and two- and four-part harmony. Prerequisite: MUS 121.

MUS 132 Keyboard Skills II
Second semester keyboard skills course continues focus on harmonization, transposition, improvisation, sight-reading, and solo repertoire. Introduces extended harmonic progressions, major and minor scales, and arpeggios. Class meets twice weekly. Prerequisite: MUS 122.

MUS 199 Recital Attendance
These recitals expand the student’s knowledge of recital etiquette and offer an opportunity to become familiar with a wide number of musical genres. Occasionally students will provide a written or oral evaluation for some of the recitals they attend. Music majors are required to attend a minimum of 65% of all eligible recitals for seven semesters. Music minors are required to attend a minimum 35% of all eligible recitals for three semesters.

MUS 209 English and German Diction
A series of voice diction labs. All voice students will take both courses although they are available for all other applied students with an interest in the subject matter.

MUS 220 Structural Forms in Music
A study of form in music. Literature is drawn principally from, but not limited to, the baroque through classical eras. Written analysis of representative works exhibiting the following forms: song form, compound ternary, rondo, sonata-allegro, and concerto will comprise a large part of the second half of the semester. Prerequisite: MUS 130.

MUS 222 Keyboard Skills III
Third semester keyboard skills course introduces choral and instrumental open score reading, alto clef, art song and choral accompaniment, and hymn playing. Ongoing study of harmonization, transposition, sight-reading, improvisation, and solo repertoire. Class meets twice weekly. Prerequisites: MUS 122, 132.

MUS 232 Keyboard Skills IV
Fourth semester course emphasizes skills in accompaniment, rehearsal, and classroom applications required for public school teaching and other music professions. Intensive review culminates in piano proficiency examination required of music majors for graduation. Class meets twice weekly. Prerequisites: MUS 122, 132, 222. For music majors, a barrier examination (piano proficiency examination) must be passed upon completion of MUS 232 before proceeding to the additional required two hours of applied keyboard study.

MUS 240 Introduction to Music Literature
An introduction to the history of western art
MUS 241 Recording Studio Techniques (3 cr. hrs.)
A study and practical application of recording techniques and development of recording skills. Designed to develop competency in electronic audio recording, especially through “hands-on” use of equipment and software.

MUS 260 Beginning Conducting (2 cr. hrs.)
An introduction to the art of conducting. This course covers basic conducting and score study techniques and lays a foundation that may be built upon later in the advanced conducting courses.

MUS 340 Post-Tonal Theory and History (3 cr. hrs.)
A study of the techniques of 20th-century compositions and theoretical investigation of composition styles, such as impressionism, expressionism, serialism, indeterminacy, minimalism and electronic music. Each of these will be placed in their historical context. Students are required to write a series of short compositions that exhibit the compositional styles discussed in class. A working knowledge of professional level notation software program is necessary for this course. Prerequisite: MUS 220 or permission of the instructor.

MUS 341 History of Western Music I (before 1750) (3 cr. hrs.)
A survey of the music of western civilization from ancient times through the Baroque Era. Prerequisite: MUS 240 or approval of instructor.

MUS 342 History of Western Music II (post 1750) (3 cr. hrs.)
A survey of the music of western civilization from the Classical through late Romantic eras. Study of some non-western music is included. Prerequisite: MUS 240 or approval of instructor.

MUS 344 Christian Hymnody: A Window into the Bible, Christian History and Theology (4 cr. hrs.)
Using a study of the Psalms and selected Old Testament and New Testament Canticles, the hymns of the early and medieval church, the hymns of the Lutheran Reformation, the psalmody of the Genevan, Scottish and English Reformation movements and the development of English and American hymnody, the course explores the importance of congregational song in biblical understanding, Christian history, and Christian theology and worship. A background in music is not necessary. Also listed as CTI 233. It is recommended that students enrolling for this course be eligible to enroll for CTI courses on the 200 level.

MUS 351 Methods in String Instruments (2 cr. hrs.)
The study of violin, viola, cello and bass. Teaching techniques for string instruments. Also listed as EDU 351.

MUS 352 Methods in Woodwind Instruments (2 cr. hrs.)
The study of clarinet, flute, oboe, bassoon, and saxophone. Fundamentals of technique, maintenance and simple repairs. Examination and evaluation of teaching methods. Teaching techniques for woodwind instruments. Also listed as EDU 352.

MUS 353 Methods in Brass and Percussion Instruments (2 cr. hrs.)
The study of trumpet, trombone, euphonium, French horn, tuba, and percussion with emphasis on the teaching of these instruments. Fall semester. Also listed as EDU 353.

MUS 361 Advanced Instrumental Conducting (2 cr. hrs.)
Instrumental conducting techniques including the use of the baton. Prerequisites: MUS 260, 120 and 121 or permission of instructor. Fall semester.

MUS 362 Advanced Choral Conducting (2 cr. hrs.)
Choral conducting techniques including experience with campus ensembles. Prerequisites: MUS 260, 120 and 121 or permission of instructor. Spring semester.

MUS 370 Independent Study (1-4 cr. hrs.)

MUS 372 Organ Pedagogy (2 cr. hrs.)
Survey of organ method books. Practical application through observation and supervised teaching.
MUS 375 Opera Workshop (1 cr. hr.)
Study of a selected opera or operetta. The study will include examination of the music and libretto and the effect these elements have on the characterization of each role. Other works and composers that relate to the selected opera will also be examined. **Prerequisite:** permission of the instructor.

MUS 376 Piano Accompanying (1 cr. hr.)
Piano accompanying techniques for basic vocal and instrumental solos and ensembles. Study will include representative works from contrasting periods of music. Offered on demand.

MUS 377 Piano Pedagogy (2 cr. hrs.)
Study of principles of teaching for individual and class instruction for the beginning to advanced student. Survey of methods and materials. Practical application through observation and supervised teaching.

MUS 379 Guitar Pedagogy (1-2 cr. hrs.)
A study of principles of teaching class and private guitar. Analysis of current methods, repertoire and historical survey. Practical application through observation and supervised teaching. **Prerequisites:** Guitar Class III or instructor's consent. Offered as needed.

MUS 399 Half Recital (0 cr. hrs.)
A varied and appropriately challenging solo recital comprising of 20 minutes of music. The recital program should include at least one small ensemble work. Specific requirement for voice, piano or instrumental recitals can be found in the *Music Department Handbook* or from the appropriate division directors.

MUS 400 Introduction to the Business of Music (2 cr. hrs.)
This course offers an overview of the various aspects of the business of music. Topics to be explored will include: The United States copyright law, mechanical licensing, contracts in music, careers in music, taxes, budgeting and time management skills. Students will undertake practical projects that will prepare them to make a living as a musician. Part of the course will include professionals in the music business from various fields (retail music store operations, music therapy, recording industry, public school educator, church music, manufacturers’ representative, performer, composer, musical instrument repair, publisher/editor) offering perspectives on how the music business operates. Usually taken in the junior or senior year.

MUS 402 Composition (2 cr. hrs.)
A practical study of the techniques of original musical composition for both the instrumental and vocal media. **Prerequisite:** MUS 240 or 340 and permission of instructor. Students who successfully complete MUS 402 may enroll, with instructor permission, in private applied composition study (MUS 211M CO). While the course number is lower than the composition class, the demands are slightly higher due to the greater intensity of one-on-one directed study.

MUS 403 Choral Arranging (2 cr. hrs.)
A study of the necessary skills for arranging existing music for choral ensembles with piano accompaniment. The first part of the semester offers short exercises in basic choral arranging techniques. The latter part of the semester is devoted to the production of three full choral arrangements that are professionally presented. A working knowledge of a professional music notation software program is necessary for this course. **Prerequisite:** MUS 130 or permission of instructor.

MUS 404 Instrumentation and Instrumental Arranging (2 cr. hrs.)
A study of the basic acoustic and timbral properties of wind, string and percussion instruments and of techniques for arranging and orchestrating existing music for a variety of instrumental media. A working knowledge of a professional music notation software program is necessary for this course. **Prerequisites:** MUS 130 or 240 or permission of instructor.

MUS 441 Music Literature: Performance Practices and Historical Research (2-4 cr. hrs.)
May be offered as a specialized course in the literature or theory of a specific area, e.g., Choral Literature, Vocal Literature, Piano Literature, Symphonic Literature, Chamber Music, or Eighteenth Century Counterpoint. **Prerequisite:** permission of instructor. Offered on demand.

MUS 451 Music Methods in the Elementary Schools (2 cr. hrs.)
Methods, materials and techniques for teaching music in the elementary school. Consent of the instructor. Also listed as EDU 451.
MUS 452 Vocal Music Methods in the Secondary Schools (2 cr. hrs.)
Methods, materials and techniques for teaching music in grades 7-12. Majors only. Also listed as EDU 452.

MUS 453 Instrumental Methods in the School (2 cr. hrs.)
Methods, materials and techniques for teaching instrumental music in the public school. Majors only. Also listed as EDU 453.

MUS 462 Choral/Vocal Techniques (2 cr. hrs.)
A study of comparative vocal pedagogy including concepts of vibrato, registers, dynamics, range, breathing, support, tone, placement, resonance, and voice classification. Practical application through observation and supervised teaching. Also listed as EDU 462.

MUS 499 Full Recital (0 cr. hrs.)
A varied and appropriately challenging solo recital comprising of 45 minutes of music. The recital program should include at least one small ensemble work. Specific requirement for voice, piano, instrumental or composition recitals can be found in the Music Department Handbook or form the appropriate division directors.

Performance Labs/Ensembles
A wide variety of performance labs/ensembles is available to qualified students. Performance laboratories (ensembles) are for most students an extension of applied study and/or choral and instrumental techniques classes. Non-music majors may use up to eight hours of lab/ensemble credit as elective hours toward graduation. The same course number is used when repeating the course. Auditions are usually required. Not all ensembles may be offered each semester.

Chamber Organizations
MUS 280 Beginning Handbells (0-1 cr. hr.)
MUS 281 Advanced Handbells (0-1 cr. hr.)
MUS 282 Chamber Singers (0-1 cr. hr.)
MUS 283 Vocal Ensemble (0-1 cr. hr.)
MUS 284 Cardinal Brass (0-1 cr. hr.)
MUS 285 Chamber Orchestra (0-1 cr. hr.)
MUS 286 Flute Choir (0-1 cr. hr.)
MUS 287 Woodwind Ensemble (0-1 cr. hr.)
MUS 288 Guitar Ensemble (0-1 cr. hr.)
MUS 289 String/Piano Ensemble (0-1 cr. hr.)
MUS 290 Percussion Ensemble (0-1 cr. hr.)

MUS 291 Jazz Combo (0-1 cr. hr.)
MUS 292 Schola Cantorum/Collegium Musicum (0-1 cr. hr.)
MUS 299 Ensemble Studies (0-1 cr. hr.)

Large Organizations
MUS 380 Chapel Choir (0-1 cr. hr.)
Membership in the Chapel Choir is open to the student body. The choir sings for college chapel services and presents concerts in area churches. Applicable to vocal lab/ensemble requirements for music majors.

MUS 381 Concert Choir (0-1 cr. hr.)
An organization of limited membership selected for tone production and musicianship surveying great choral literature. This organization represents the college in public engagements, makes annual tours and periodic international tours. Its repertoire includes sacred and secular works. Members are selected by audition from the sophomore, junior, and senior classes. Those auditioning should plan to remain in the group for the entire school year. Applicable to vocal lab/ensemble requirements for music majors.

MUS 382 Symphonic Band (0-1 cr. hr.)
Open to all students by audition, this 60 piece band meets three times weekly. Primarily a concert organization, the band does not march. The group presents area concerts and tours regularly. Applicable to instrumental lab/ensemble requirements for music majors.

MUS 383 Jazz Band (0-1 cr. hr.)
The Jazz Band offers a creative outlet for the instrumental musician through performance of a variety of jazz literature. The Jazz Band performs concerts on campus and in the Kansas City area, as well as at home football games and other selected athletic events. Membership is achieved by audition, subject to fixed stage band instrumentation.

MUS 384 Liberty Symphony (0-1 cr. hr.)
This orchestra is open to all students and community musicians as positions are available. The symphony rehearse for a total of 4 hours per week and presents four to six programs per year. Applicable to instrumental lab/ensemble requirements for string music majors.
**Non-Departmental Courses**

**College-Wide**

**COL 95 Study and Learning Strategies** (1 cr. hr.)
This course is designed to increase students’ awareness of learning processes and to increase classroom learning effectiveness. Students will learn about various techniques in reading, test taking, time managing, note taking and studying. The students will be using their best techniques in current courses. Elective credit only.

**COL 96 Efficient Reading** (1 cr. hr.)
A reading course designed for improving college-level reading rate, comprehension, and vocabulary. Emphasis will be on rate improvement; however, techniques will increase concentration and make textbook reading more effective. Elective credit only.

**COL 98 Career Explorations** (1 cr. hr.)
A course designed to build confidence, insight and skills in career decision making. Career Explorations incorporates a variety of self-assessment tools. The emphasis of the course is placed on exploring oneself in relation to compatible vocations. Time management, class selection, resumé preparation, interviewing, and issues pertaining to success in college are also addressed. Enrollment is limited to first-year students and sophomores. Elective credit only.

**COL 99 Orientation to the Job Search** (1 cr. hr.)
A course designed to provide insight and prepare students to manage an effective job search upon graduation, Orientation to the Job Search incorporates a high degree of self-assessment and exposes students to the world of work and methods of career research. Resumé preparation, interviewing, and networking are emphasized. Enrollment is limited to juniors and seniors. Prerequisites: None. Elective credit only.

**COL 220 Study Abroad Orientation** (0 cr. hrs.)
Designed to help students prepare themselves for their study through a William Jewell College study abroad program. One weekend session provides context for assigned reading and exam. Included will be academic advising; pre-departure essentials such as information on travel, housing and communication, money, packing, health and safety; policies and procedures; cultural education; panels of former study abroad students. Passing grade required for final admission into a study abroad program. Pass/fail grading. Prerequisite: Acceptance for study through a WJC study abroad program or interest in applying in the future.

**Geography**

**GEO 304 Economic Geography** (4 cr. hrs.)
This course will provide an understanding of the five themes of geography with a heavy emphasis placed on economics. How and why we teach economics and geography will be an underlying theme as the course unfolds. Potential geographic topics will include: location, place, movement, and regions. Potential economic topics will include political economics, population, resources, transportation, urban land use, and industrial location. Prerequisites: none.

**Independent Study**

IDS 200, 300, 400 Independent Study (1-8 cr. hrs.)
IDS 250, 350, 450 Group Project (1-8 cr. hrs.)

**Science**

**SCI 101 Integrated Sciences for Elementary Educators** (4 cr. hrs.)
This course is designed to use an integrative approach to introduce pre-service elementary education students to the main aspects of the physical and life sciences and how to integrate these scientific principles into everyday life and events. Students will use an inquiry and problem-solving approach in the course, which includes designing and conducting experiments, seeking out connections among the sciences, and applying what they learn to the elementary school setting. Students will present their findings through written and oral formats.
Nursing

Chair: Assistant Professor Vicki Meek
Professor: Ruth Edwards
Associate Professor: Nancy Crigger
Assistant Professors: Martha Baird, Leesa McBroom
Instructors: Pamela Arnold (affiliated faculty), Kimberly Cornwell (affiliated faculty), Robbie-Joe Hughes, Elizabeth Kessler, Nichole Spencer, and Jan Witzke (affiliated faculty)

The Department of Nursing grants the Bachelor of Science degree in Nursing through a five-semester BSN track or a 12-month BSN-AT (accelerated) track.

Goals for Student Learning
Outcomes for graduates who earn a BS in Nursing are based on the following six hallmarks:

• **Leadership:** Exemplifies servant leadership in all environments.
• **Service to Others:** Integrates skills, knowledge, and Christian values in services in service to others.
• **Integrity:** Reflects personal integrity as a nurse professional.
• **Compassion:** Cultivates caring nurse/client relationships with compassion and cultural sensitivity.
• **Scholarship:** Assumes responsibility for lifelong learning within the discipline of nursing.
• **Excellence in Practice:** Delivers evidence-based nursing of superior quality in varied health environments.

Mission Statement
The Department of Nursing at William Jewell College is grounded in the ideals of Christ. Our mission is to:

• Provide a superior nursing education that fosters holistic growth within a liberal arts environment.
• Serve individuals, families, communities, and populations on and beyond the campus, and
• Promote standards of excellence in professional nursing.

Philosophy
Nursing is the protection, promotion, and optimization of health and abilities, prevention of illness and injury, alleviation of suffering through the diagnosis and treatment of human response, and advocacy in the care of individuals, families, communities, and populations (ANA, 2003). The program is based on a philosophy of nursing as a combination of scientific competence and sensitivity to human needs, with an emphasis on the well-being of the whole person. The faculty emphasizes the responsibility and accountability of the individual learner, the blending of academic and practical knowledge, and the highest degree of professional ethics. The hallmarks of a WJC graduate are compassion, excellence in nursing practice, integrity, leadership, scholarship, and service to others.

The Department of Nursing is accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036-1120. Graduates eligible to apply to take the licensure examination must, have completed high school or GED equivalent and have successfully completed the nursing program. In compliance with the Missouri Nurse Practice Act (Chapter 335 of the Missouri Statutes, section 335.066), nursing program applicants should be aware that the Missouri State Board of Nursing may refuse to issue a license for specific reasons related to moral turpitude, intemperate use of alcohol or drugs, or conviction of a crime. Admission to and graduation from the nursing major does not ensure eligibility for state licensure. Any candidate for licensure who has been
charged or convicted of a misdemeanor or a felony will be required to submit documentation of the court proceedings for that charge or conviction to the State Board of Nursing of the state in which licensure is sought. The Missouri State Board of Nursing determines who is eligible to take the licensing examination. Questions may be directed to the Missouri State Board of Nursing, 3650 Missouri Blvd, Jefferson City, MO 65102 (573-751-0080). As part of the program requirements for the Department of Nursing, students must complete required diagnostic testing at selected points during their course of study. Students are responsible for the cost of the testing.

Admission to the Nursing Program
Admission to the nursing program requires an application separate from WJC admission. Please refer to the College website, www.jewell.edu for admission requirements and prerequisites. (Click on majors and programs.)

The Major Nursing
The Bachelor of Science degree in Nursing requires coursework in liberal arts, leadership, and professional nursing. A student may enter the program through one of three paths: (1) as a qualified high school graduate via direct entry, or with a declared intent to major in nursing; (2) as a transfer student entering in the spring of the sophomore year; (3) or as a second-degree student in the BSN-AT (accelerated track) program.

Required Courses
NUR 232 Physical Examination and Health Assessment (2)
NUR 242 Pharmacology (3)
NUR 250 Fundamentals of Nursing and Health Care (4)
NUR 301 Human Pathophysiology (3)
NUR 311 Nutrition (2)
NUR 312 Nursing Professionalism (2)
NUR 320 Adult Health Nursing (8)
NUR 370 Psychiatric – Mental Health Nursing (4)
NUR 372 Health Care Research, Theory and Practice (3)
NUR 380 Community Health Nursing (4)
NUR 400 Pediatric Nursing (4)
NUR 410 Maternal - Newborn and Women's Health Nursing (4)
NUR 470 Critical Care Nursing (4)
NUR 480 Application of Management Concepts (4)
NUR 490 Leadership (4)

Course Descriptions
NUR 232 Physical Examination and Health Assessment (2 cr. hrs.)
Physical Examination and Health Assessment includes didactic and laboratory experiences with interviewing, nursing history taking, physical examination techniques and a final head-to-toe physical examination practicum. Prerequisites: BIO 243, CHE 113. Spring and summer semesters.

NUR 242 Pharmacology (3 cr. hrs.)
This course introduces major drug families and classifications. Students will learn pharmacodynamics, pharmacokinetics, therapeutic uses, adverse reactions, precautions and contraindications, nursing interventions and client education of selected drugs. Prerequisite: CHE 113 or equivalent. Fall and summer semesters.

NUR 250 Fundamentals of Nursing and Health Care (4 cr. hrs.)
This course introduces students to foundational concepts in the discipline of nursing. Laboratory and clinical experiences assist the student in applying basic nursing and assessment skills. Prerequisites: see admission criteria. Corequisites: NUR 232 Spring and summer semesters.

NUR 301 Human Pathophysiology (3 cr. hrs.)
Students will study fundamentals of human pathophysiological processes and responses. Prerequisites: BIO 243, 250 or equivalents. Spring and summer semesters.

NUR 311 Nutrition (2 cr. hrs.)
Nutrition is the study of the basic principles of normal nutrition and the application of these principles to the nutritional requirements at various developmental levels. This course is primarily for nursing majors and is taught as an internet-assisted course. Prerequisites: CHE 113 or equivalents. Fall, spring, and summer semesters.
NUR 312 Nursing Professionalism (2 cr. hrs.)
This course is designed to promote students’ understanding of, and encourage socialization into, the discipline of nursing. The nursing student will be exposed to historical perspectives, standards of practice, and current trends within the profession of nursing. Students will begin to develop a philosophy of nursing by evaluating their own values and attitudes in relation to their future profession. This course will build upon leadership theory as the student engages in a variety of self-understanding and assessment exercises, such as a leadership growth plan and a nursing portfolio. Prerequisites: NUR 250, 232 or instructor consent. Fall semester.

NUR 320 Adult Health Nursing of Adults (8 cr. hrs.)
This course builds upon the basic skills and theories in NUR 232, 242, and 250 and provides learning experiences with adult individuals and families. Laboratory and clinical experiences. Prerequisites: NUR 232, 242, 250; BIO 126, 243, 250. Fall and summer semesters.

NUR 370 Psychiatric – Mental Health Nursing (4 cr. hrs.)
This course focuses on the psychodynamics of maladaptive behavior and the implementation of the nursing process with clients exhibiting disturbances in behavior. Includes clinical experiences. Prerequisites: PSY 211, NUR 232, 242, 250, 301, 320. Fall and spring semesters.

NUR 372 Health Care Research, Theory and Practice (3 cr. hrs.)
An introduction to basic research, theoretical frameworks, and the implementation of the research process through research projects. Prerequisites: CTI 103, NUR 232, 242, 250, 301, 320 or instructor consent. Fall and spring semesters.

NUR 380 Community Health Nursing (4 cr. hrs.)
This course uses principles of public health, epidemiology, and environmental science for health promotion and disease prevention. Students will apply the three levels of prevention: primary, secondary, and tertiary in a variety of community settings working with individuals, families, aggregates, and populations. Students will learn the components necessary to provide culturally competent nursing care. Will apply the nursing process to an identified vulnerable population.

NUR 400 Pediatric Nursing (4 cr. hrs.)
This course emphasizes the biological, developmental, personal, and social assessment of the individual within the family system. Includes clinical experiences. Prerequisites: NUR 232, 242, 250, 301, 320. Fall and spring semesters.

NUR 410 Maternal – Newborn & Women's Health Nursing (4 cr. hrs.)
This course focuses on the health management of childbearing families and women's health with an emphasis on the biological, personal and social assessment of the individual within the family system. Includes laboratory and clinical experiences. NUR 232, 242, 250, 311, 320. Fall semester (and spring semester as needed).

NUR 422 Special Topics in Nursing (2 cr. hrs.)
Provides an in-depth discussion of current nursing topics. Examples of recent topics include core content analysis, global health, and faith community nursing.

NUR 470 Critical Care Nursing (4 cr. hrs.)

NUR 480 Application of Management Concepts (4 cr. hrs.)
This course focuses on the management of patient care within acute care and chronic care settings. Prerequisites: NUR 232, 242, 250, 301, 311, 320, 370, 372, 400, 410. Spring semester.

NUR 490 Leadership (4 cr. hrs.)
This course is designed as a capstone experience in the transformation of the senior nursing student to the role of a nurse professional. Includes clinical experiences. Prerequisites: NUR 232, 242, 250, 301, 311, 320, 370, 372, 400, and 410. Spring semester.
Oxbridge Honors Program

Oxbridge Honors Program
Kenneth Alpern, Senior Tutor and Professor of Philosophy

Goals for Student Learning
The outcome of The Oxbridge Honors Program at William Jewell College is a widely read, articulate individual who can evaluate conflicting evidence, make a convincing case in writing, defend it orally, and who can synthesize and integrate material from a wide variety of sources.

More specifically, a student completing The Oxbridge Honors Program shall have the following attainments and abilities to a degree expressive of a strong honors program:

- knowledge of a major subject area,
- read with sophisticated understanding
- write with clarity of expression and coherence in organization, with excellent mechanics
- articulate thoughts clearly and coherently in oral discussion
- think critically, with sophistication in analysis and evaluation, making connections and drawing conclusions, informed by solid scholarship
- think independently
- take responsibility for his/her own learning

Thus, a student completing The Oxbridge Honors Program should be in position to exercise intellectual leadership over a lifetime of learning.

The Majors
Consult the Oxbridge Handbook for specific major requirements.

Course Descriptions
Following the tutorial title, the number in the first set of parentheses indicates the credits that will be awarded following completion of the course. The number in the second set of parentheses indicates the total credits that are earned upon successful completion of comprehensive exams.

OXA 100 Introductory Seminar (4 cr. hrs.)
Tutor: Kenneth Alpern, Oxbridge Senior Tutor and Professor of Philosophy
An introduction to reading, interpretation, critical analysis, writing and discussion at the college honors level and in preparation for tutorial study. The subject matter may vary, but students will in all cases be engaged intensively, with significant critical analysis and writing. OXA 100 may substitute for CTI 102 in the College’s core curriculum. Prerequisite: acceptance into the Oxbridge Honors Program. Successful completion of the seminar is prerequisite to tutorial study.

OXA 450 Senior Revisions (1 or 2 cr. hrs.)
Independent reading by seniors in preparation for comprehensive exams—in Oxford or Cambridge terms, “revising” for examinations. The Coordinator of the Oxbridge major will approve the list of readings to be undertaken and will determine with the student what writing will be appropriate. Examples of writing assignments might include essays, annotated bibliographies, journals, or other assignments. Prerequisite: Good standing as a senior in an Oxbridge major.

Tutorial Credits
Full credit for a tutorial, including a tutorial taken in England in the major subject, is achieved only when the collection (special examination) paper or related comprehensive examination papers have been completed. As credit hours are shown for the tutorials listed below, the second number indicates the credits earned when tutorial work is completed through the collection or comprehensive examination; the first number indicates the credits
earned by tutorial participation and syllabus activities alone. A student who for any reason, including transfer out of the college or withdrawal from the program, satisfactorily finishes syllabus assignments and participates in tutorial sessions but does not finish the work of the tutorial by satisfactory performance on the collection or examination will have earned the first number of credit hours shown. **Prerequisite:** A tutorial must be related to the comprehensive examination fields of a student's Oxbridge major.

**Tutorials in English Language and Literature**

*Mark Walters, Professor of English, Coordinator of the major*

**OXE 106, 206 Poetry: Analysis and Critical Interpretation** (4 cr. hrs.)

**Tutor:** Staff

A seminar/discussion course designed to help students interested in the Oxbridge English Language and Literature major develop the vocabulary and skills needed for analysis of poetry and to introduce them to some important critical approaches to literature. It is a co-requisite of the first OXE tutorial course taken by a student exploring or entering the Oxbridge English Language and Literature major. Prerequisites: successful completion of OXA 100, concurrent enrollment in an OXE tutorial course.

**OXE 111, 211, 411 Realist Modes** (2 cr. hrs.) (4)

**Tutor:** Staff

This tutorial course of study focuses on an important mode of literary expression in nine- to tenth-century fiction. The works selected for the study are ones which figure significantly in the history of realism, including *Madame Bovary, Middlemarch, The Portrait of a Lady, Adventures of Huckleberry Finn,* and *Tess of the d'Urbervilles.*

**OXE 112, 212, 412 Naturalist and Modern Modes** (2 cr. hrs.) (4)

**Tutor:** Staff

This tutorial course of study focuses on an important, perhaps dominant, mode of literary expression in early twentieth-century fiction, related to expression in other genres at the same time. The works selected for the study are ones which figure significantly in the history of modernism, including *Lord Jim, Ulysses, The Trial, To the Lighthouse,* and *The Sound and the Fury.*

**OXE 213, 413 Seventeenth Century Voices: Donne and Milton** (2 cr. hrs.) (4)

**Tutor:** Staff

Analysis of important works of John Donne and John Milton in the context of 17th-century life and thought, applying the historical/biographical critical approach to understand how individual works form the pattern of each poet's works as a whole and to see why even in this time of contentious revision of the canon, these men retain their status as major poets.

**OXE 121, 221, 421 Tragedy: The Dramatic Form** (2 cr. hrs.) (4)

**Tutor:** Kim B. Harris, Professor of Communication

A survey approach to representative Occidental dramatic tragedies: ancient Greece through realism. Focus on form.

**OXE 122, 222, 422 Tragedy: Perspectives Through Drama** (2 cr. hrs.) (4)

**Tutor:** Kim B. Harris, Professor of Communication

A survey approach to representative Occidental dramatic tragedies: poetic realism through the present. Focus on form and perspectives.

**OXE 241, 441 Post-Colonial Literature and Criticism** (2 cr. hrs.) (4)

**Tutor:** Staff

A study of the literary and theoretical texts of contemporary writers belonging to formerly colonized societies, examining such concepts as irony, allegory and magical realism and the uses that postcolonial writers have made of concepts like authenticity, identity, mimicry and hybridity. Students completing the tutorial should be able to show understanding of the critical debates surrounding the term “post-colonialism” in literature.

**OXE 260, 460 Medieval Devotional Literature** (2 cr. hrs.) (4)

**Tutor:** Patricia Deery Kurtz, Adjunct Tutor in English Language and Literature

Medieval devotional literature from the Old English “Dream of the Rood” to the late Middle English morality play *Everyman.* Analysis of devotional poetry, prose, and drama in terms of subjects, themes, images, and purpose; emphasis on English literature, but some consideration of works by continental writers; comparison and contrast of various types of
piety; discussion of the social framework; some sessions devoted to the study of paleography.

OXE 165, 265, 465 English Literature before 1500 (2 cr. hrs.) (4)
Tutor: Patricia Deery Kurtz, Adjunct Tutor in English Language and Literature
A study of various genres of medieval literature (allegory, drama, dream vision, elegy, epic, lyric, romance, satire) and of relevant aspects of the history of the period and how it influenced the subject matter and tone of representative works. Students will understand this literary period as a continuum which encompasses language, imagery, motifs, symbolism, themes and structure.

OXE 272, 472 Christian Doctrine and American Literature (2 cr. hrs.) (4)
Tutor: Mark Walters, Professor of English
An analysis of various theological perspectives of fiction (how, for instance, certain readings of pre and post-lapsarian human nature lead to a range of critical assumptions about the story-making impulse and process), followed by an examination of the ways in which Christian doctrine has informed canonical American fiction, specifically that of Hawthorne, Melville, Faulkner, O'Connor, and Updike.

OXE 181, 281, 481 The Novels of the Bronte Sisters (2 cr. hrs.) (4)
Tutor: Laurie Accardi, Adjunct Tutor in English Language and Literature
A reading, analysis and synthesis of the major prose works of the three Brontë sisters. Addresses the important scholarly issues, both biographical and critical, related to the Brontë sisters and their novels. Students will discuss the extent to which and the manner in which the Brontës both collaborated with each other and revised each others' novels in their own works.

OXE 490 Thesis (2 cr. hrs.) (4)
Tutor: Staff
The thesis tutorial allows a student to pursue research into a literary topic of particular interest and to complete either a substantial research paper on that topic or two drafts of an honors project paper. It helps the student become familiar with the materials, methods, and conventions of literary research and writing.

OXE 495 English Language and Literature Synthesis (2 cr. hrs.) (4)
Tutors: Staff
Revisions for the comprehensive examinations. Intensive reading and rereading, writing of examination-style essays.

Tutorials in History
Fredrick M. Spletstoser, Professor of History, Coordinator of the major

Tutor: Fredrick M. Spletstoser, Professor of History
A detailed survey of antebellum American history (1787-1860), concentrating on government, politics and economics.

Tutor: Fredrick M. Spletstoser, Professor of History
A detailed survey of antebellum American history (1787-1860), concentrating on American society, culture and thought.

OXH 115, 215, 415 CIVES ET CIVITAS: Citizenry and the Roman State, 287-17 B.C.E. (2 cr. hrs.) (4)
Tutor: Jane Woodruff, Associate Professor in History and Languages
This tutorial examines the writings of and about Greek societies in various periods to ascertain their varying definitions of excellence (Greek arete) and the success of these societies in
instilling appreciation for and permitting or encouraging demonstration of such excellence.

OXH 231, 431 Renaissance Thought (2 cr. hrs.) (4)
Tutor: Staff
A study of the most influential Renaissance intellectuals (e.g., Petrarch, Salutati, Bruni, Valla, Machiavelli, More, Erasmus) in their European context. The tutorial will concentrate more on the Italian Renaissance than on the Northern Renaissance. A careful reading of primary sources related to these thinkers, and of secondary sources that interpret the period and the specific intellectuals. Student essays and discussions will focus on problems associated with this material.

OXH 232, 432 Reformation Thought (2 cr. hrs.) (4)
Tutor: Staff
A study of Reformation intellectuals (e.g., Biel, Staupitz, Luther, Zwingli, Calvin) in their European context. The tutorial will range across the interconnected Reformations. A careful reading of primary sources related to these thinkers, and of secondary sources that interpret the period and the specific intellectuals. Student essays and discussions will focus on problems associated with this material.

OXH 240, 440 The Urban Experience in America (2 cr. hrs.) (4)
Tutor: Fredrick M. Spletstoser, Professor of History
A detailed examination of major topics relating to the city in American history from colonial times to present. Heavy emphasis is placed on the development of the urban interpretation of American history and the rise of urban history as a distinct subfield within the discipline of history. Unique problems adherent to city building and urban life are analyzed as is the city’s continuing contribution to and dominance of American institutions.

OXH 150, 250, 450 Hitler’s Europe (2 cr. hrs.) (4)
Tutor: Staff
A consideration of major problems associated with the Weimar Republic and the Third Reich. Special attention will be given to Hitler’s emergence, triumph, and failure, and to Germany’s relationships with other European states.

OXH 155, 255, 455 The Soviet Union (2 cr. hrs.) (4)
Tutor: Staff
A consideration of major problems faced in the Soviet Union from 1917 to 1990. Attention will be given to issues of continuity and change in the exercise of power by Soviet leaders within Soviet institutions. Special consideration given to totalitarianism.

OXH 160, 260, 460 Politics and Society in Eighteenth-Century Britain (2 cr. hrs.) (4)
Tutor: Elaine A. Reynolds, Professor of History
Examines the issues and events of 18th-century British politics from the Glorious Revolution of 1688 to the French Revolution of 1789. In between, examines topics such as the growth of political parties, the rise of Cabinet government, the nature of aristocratic society, the impact of King George III, the Stamp Act crisis, the importance of London and its politics and the rise of radicalism. An emphasis is also placed on examining the changing views of historians in regard to these crucial topics in British history.

OXH 165, 265, 465 The Old Regime and Revolutionary France, 1770-1815 (2 cr. hrs.) (4)
Tutor: Elaine A. Reynolds, Professor of History
This course looks at the basic political, social, economic and cultural institutions of France and how they helped give rise to and were changed by the French Revolution. The Revolution is one of the pivotal events in the development of modern European politics, society, and thought. Topics examined include the origins of the Revolution, the impact of liberal thought on the course of the Revolution, the Reign of Terror, counterrevolution, Napoleon and his empire, and the historiography of the Revolution. Readings are in English, but there are plenty of opportunities for those with superior French reading skills to make use of them.

OXH 175, 275, 475 Politics and Society in Victorian Britain (2 cr. hrs.) (4)
Tutor: Elaine A. Reynolds, Professor of History
Highlights of British history in the 19th century, including industrialization, political and constitutional change, the emergence of class society, and imperialism.

OXH 180, 280 Survey of United States History (2 cr. hrs.) (4)
Tutor: Fredrick M. Spletstoser, Professor of History
An intensive survey of the American experience from the colonial era to the present. It introduces the student to and cultivates a solid understanding of major topics in American history and the basic interpretations of those topics which historians
have propounded over the years. Designed specifically for the Oxbridge history student with little background in U.S. history.

**OXH 490 Thesis (2 cr. hrs.) (4)**
*Tutor: Staff*
This tutorial provides a structure for a final thesis project which Oxbridge history majors must pursue. It introduces students to the methods of research used by professional historians in their study. It also provides a flexible framework for students to use such methods in a project upon which they and their advisor agree.

**OXH 495 History Synthesis (2 cr. hrs.) (4)**
*Tutor: Staff*
This Synthesis Tutorial is designed to bring together the student’s Oxbridge experience in preparation for comprehensive examinations.

**Tutorials in History of Ideas**
*Elizabeth Sperry, Professor of Philosophy, Coordinator of the major*

**OXQ 112, 212 Augustine and the Legacy of Antiquity (2 cr. hrs.) (4)**
*Tutor: Rein Staal, Professor of Political Science*
The Confessions and The City of God considered in the context of Augustine’s philosophical and religious inheritance, both pagan (Plato, Cicero, and Plotinus) and Christian (Tertullian, Cyprian, Ambrose, and Jerome). Students will ask why Augustine’s views of God, human nature and destiny have exerted such a powerful attraction through the ages.

**OXQ 115, 215, 415 A History of Job Interpretation (2 cr. hrs.) (4)**
*Tutor: Milton Horne, Professor of Religion*
This tutorial concerns the book of Job’s enduring and often interpreted perspectives upon the nature of God, humankind, and their complex relationship to each other, especially as that relationship is complicated by the suffering of humankind. The book of Job is examined from the perspectives of two major historical epochs, pre-modern and modern. In the pre-modern periods, essays address ancient Near Eastern, Biblical, Hellenistic Jewish and Early Christian, and Medieval Jewish and Christian perspectives. In the modern periods, essays address Historiocratic and literary interpretations of the book. The primary texts the tutorial treats in this tutorial include *The Sumerian Job; The Babylonian Job; Biblical Job; The Testament of Job; Targum Job;* and *J. B. (MacLeish).*

**OXQ 118, 218 Aristotle’s Ethics (2 cr. hr.) (4)**
*Tutor: Kenneth Alpern, Oxbridge Senior Tutor and Professor of Philosophy*
This course is a concentrated examination of the ethics of Aristotle primarily through his *Nicomachean Ethics*, but also considering selected passages from his *Eudemian Ethics, Metaphysics, De Anima, Rhetoric, and Politics*. Topics include the good, human flourishing, moral and intellectual virtues, moral psychology, moral education, akrsia, and friendship. Emphasis will be on Aristotle’s conception of moral character.

**OXQ 122, 222, 422 Dante and Medieval Literature (2 cr. hrs.) (4)**
*Tutor: John Westlie, Professor of French*
A careful reading of *The Divine Comedy* in the context of its classical antecedents (*Virgil’s Aeneid*) and contemporary literary and philosophical trends. Students read selections from the love poetry of the *dolce stil nuovo* and Thomas Aquinas, as well as Dante’s *Vita nuova* and selections from his political writings.

**OXQ 132, 232, 432 Hobbes and the Rise of Science (2 cr. hrs.) (4)**
*Tutor: Randall Morris, Professor of Philosophy*
An examination of the key works by Hobbes to understand how developments in epistemology, especially the emergence of the scientific method, influenced his views on human nature, society, politics, and religion.

**OXQ 142, 242, 442 Modern Theologians (2 cr. hrs.) (4)**
*Tutor: Staff*
In this tutorial, students are introduced to questions concerning the relationships that exist between religion and the public sphere. The works of Reinhold Niebuhr, H.R. Niebuhr and Paul Tillich are examined in the context of the social and historical movements of the 20th Century. The writings of Peter Hodgson, a theologian working in the 21st Century, provide students with a current perspective and offer a point of comparison and contrast with earlier thinkers. Students will also focus on how individual theologians have addressed the questions concerning God and humanity by exploring the dilemma of faith. By focusing on faith, it is
possible to explore how theologians attempt to define God and define humanity.

OXQ 151, 251, 451 Karl Marx (2 cr. hrs.) (4)
Tutor: Randall Morris, Professor of Philosophy
Introduces students to some of the central ideas of Marx’s philosophy: human nature, alienation, freedom, ideology, historical materialism, and the critique of capitalism. The focus is on the writings of the early, humanistic Marx, although students will also examine some of the ways in which Marx’s ideas developed, especially with regard to his ideas on justice and morality.

OXQ 161, 261, 461 The American Enlightenment (2 cr. hrs.) (4)
Tutor: Rein Staal, Professor of Political Science
A study of American thought in the latter half of the 18th century, with emphasis on the fusion of the political and philosophical in the same individuals, who were at once statesmen and thinkers. American texts are placed in the context of European ones both to identify influences and to establish contrasts.

OXQ 165, 265, 465 The Enlightenment (2 cr. hrs.) (4)
Tutor: Elaine Reynolds, Professor of History
This course surveys the main figures, ideas, and developments in early modern Europe that are collectively known as the Enlightenment. The period stretches from the mid-seventeenth century up to the world of the French Revolution and the early nineteenth century. Topics include the growth of development of rationalism and empiricism; the connection between science and the Enlightenment, the development of liberalism in politics and economics, the cultural life of eighteenth-century intellectuals, and the scholarly debates that continue to today about the Enlightenment and its legacy. Some of the major figures studied include John Locke, Voltaire, Montesquieu, David Hume, J.J. Rousseau, Adam Smith, and Immanuel Kant.

OXQ 495 History of Ideas Synthesis (2 cr. hrs.) (4)
Tutors: Kenneth Alpern, Oxbridge Senior Tutor and Professor of Philosophy; Randall Morris, Professor of Philosophy or Elizabeth Sperry, Professor of Philosophy
This tutorial integrates work in the distinct parts of the program, especially work in English, and prepares students for comprehensive examinations. Special attention is given to critique of the tradition.
studying classical theory and Keynesian theory because these theories are the foundations from which more recent schools derive. Students will examine some attempts to integrate these two theories as well as schools that more fully develop each of these theories.

**OXI 424 Modern Microeconomic Thought:**
**Theory of the Firm**  
Tutor: Michael Cook,  
Boatwright Professor of Economics  
This tutorial is focused on the behavior of individual economic entities including the consumer, entrepreneur, firm, and industry. The focus is with such economic properties/considerations as efficiency, innovation, competition, profit-maximization, and fairness. **Prerequisite:** Senior status in the Oxbridge Institutions and Policy major.

**OXI 231, 431 The Industrial Revolution through the Great Depression**  
Tutor: Elizabeth R. Hoyt,  
Assistant Professor of Business Administration  
An examination is made of the evolving relationship of man as worker in the industrial organization. Schools of thought which have both shaped and reflected this relationship are studied in their historical context. The experience of the worker in the United States over the last 100 years is emphasized. The reading of primary sources and the preparation of essays is the dominant mode of instruction.

**OXI 232, 432 World War II to the Present**  
Tutor: Elizabeth R. Hoyt,  
Assistant Professor of Business Administration  
An examination is made of the evolving relationship of man as worker in the industrial organization. Schools of thought which have both shaped and reflected this relationship are studied in their historical context. The experience of the worker in the United States over the last 50 years is emphasized. The reading of primary sources and the preparation of essays is the dominant mode of instruction.

**OXI 150, 250, 450 The Modern Presidency**  
Tutor: Alan Holiman, Professor of Political Science  
This tutorial examines the modern presidency with a focus on the institutions created after the second World War, decision making theory, and the influence of the White House staff. Specific policy decisions are evaluated as they relate to more abstract theoretical constructs.

**OXI 260, 460 History of American Law**  
Tutor: Shawn Stogsdill,  
Adjunct Tutor in Institutions and Policy  
A survey of the history of law in America from settlement to today, focusing on its development in the context of the society it was meant to serve.

**OXI 170, 270, 470 Political Institutions: the State**  
Tutor: Alan Holiman, Professor of Political Science  
An examination of the concept of the state as presented by some of the classic social theorists (Karl Marx, Emile Durkheim, and Max Weber) and an overview of the development of the state in the West. An examination of several of the most important topics in the literature on the state: democracy and political pluralism, democratic institutions, authoritarian political systems and dictatorship, political crises and regime change, institutions and political modernization, civic culture and civil society. The tutorial concludes with a discussion of the state as actor and the political capacity of the state.

**OXI 271, 471 Modern Russian Politics**  
Tutor: Alan Holiman, Professor of Political Science  
Russian politics today is a product not only of historical forces, but of specific decisions made by political leaders in moments of great uncertainty, stress, and crisis. The results have been mixed. Is the glass of democratic progress and modern economic development half full or half empty? This tutorial will explore this question and will acquaint the student with some of the key structures and forces driving Russian political development today. In so doing, the tutorial will also shed light on the crucial role that the state plays in modern societies.

**OXI 175, 275, 475 International Regimes: Alternatives to Anarchy in International Relations?**  
Tutor: Gary Armstrong, Professor of Political Science  
This course will examine the construction, maintenance, and atrophy of international “regimes” within an anarchic international order.
International regimes are institutionalized rules and procedures for the management of global policy problems. The course will survey crucial regimes such as Article 2(4) of the UN Charter (on the use of force), the Missile Technology Control Regime, the Law of the Seabed, and Human Rights Law. The course will pay special attention to theoretical arguments surrounding regimes, especially the debates about the impact of the relative decline of the USA on international order.

OXI 180, 280, 480

Modern Political Philosophy (2 cr. hrs.) (4)
Tutor: Rein Staal, Professor of Political Science
An examination of modern western political philosophy from the sixteenth century through the end of the nineteenth century. Students will undertake an intensive study of the seminal works of such thinkers as Machiavelli, Hobbes, Locke, Rousseau, Marx, and Mill. An attempt will be made to understand their ideas within the broader context of the social, political, and economic institutions and beliefs of their respective societies. Students will also reflect on the relevance of those ideas for our time.

OXI 490 Thesis (2 cr. hrs.) (4)
Tutor: Michael Cook,
Boatwright Professor of Economics
This tutorial provides an opportunity to acquire research skills. Students will learn how to use various types of library resources, how to use an outline to organize a lengthy research paper, and how to write such a paper.

OXI 495 Synthesis (2 cr. hrs.) (4)
Tutor: Michael Cook,
Boatwright Professor of Economics
The tutorial uses the casebook method to examine the moral responsibility of the individual and the corporation, both domestically and internationally.

Tutorials in Music
Ron Witzke, Professor of Music,
Coordinator of the major

OXM 223, 423 The Operas of Mozart (2 cr. hrs.) (4)
Tutor: Ron Witzke, Professor of Music
This tutorial will investigate the ways in which Mozart responded to the changes around him through his compositions of one particular genre–opera. By studying the thematic material, musical devices, cultural settings, vocal and instrumental styles the tutorial will reveal the elements of the classical style that are critical for understanding music history from that time forward.

OXM 280, 480

Romantic Pianism and Its Rules (2 cr. hrs.) (4)
Tutor: Calvin Permenter, McKee Professor of Music
This course combines the disciplines of musicology and cultural history in investigating a specific repertoire of piano music, the great piano literature of the Romantic composers. The musicological approach to be used in this tutorial will be that of music criticism, which aims to integrate musical analysis with historical and biographical details, to achieve an aesthetic appreciation for the repertoire under consideration. Concurrent with the musical discipline, which will address the subject from the perspective of artistic expression, the tutorial will study the Romantic movement through the perspective of the cultural development of a major civilization, with particular emphasis on the cultural history of the period under review.

OXM 224, 424

Musical Modernism, 1880-1930 (2 cr. hrs.) (4)
Tutor: Ron Witzke, Professor of Music
This tutorial will investigate the broad Modernist aesthetic between 1880 and 1930 and consider important composers and their contributions to this movement.

OXM 231, 431

Instrumental Conducting (2 cr. hrs.) (4)
Tutor: Staff
Instrumental conducting in theory and practice: a technical, historical and practical basis for the development of the instrumental conductor.

OXM 232

Advanced Musical Analysis (2 cr. hrs.) (4)
Tutor: Ian Coleman, Professor of Music
This course introduces the students to three actively used advanced systems for musical analysis. These are studied in detail during the first nine weeks of the tutorial and weekly analysis assignments that offer practical application of texts read will form the basis of these weeks. The latter part of the tutorial is spent developing and writing a number of shorter, or one longer, analysis project that will employ the systems studied in the first part of the tutorial. This tutorial should be preceded by MUS 120 and 130 and is therefore more effectively taken in the
second semester of the sophomore year or the first semester of the senior year.

OXM 240, 440 Symphonic Literature (2 cr. hrs.) (4)
Tutor: Ian Coleman, Professor of Music
Study of significant orchestral literature, organized by historical periods. The student will examine the music (through the use of scores and recordings), investigate musical performance and style, relate the musical life of the day with the historical period, and examine the life and works of selected composers.

OXM 250, 450 Choral Conducting (2 cr. hrs.) (4)
Tutor: Staff
A tutorial based upon the acquisition of choral conducting skill and techniques, including gesture; vocal and choral tone; diction; rehearsal procedures; score study; and performance practice. Rehearsal and performance opportunities with campus ensembles are included.

OXM 270, 470 Musical Composition (2 cr. hrs.) (4)
Tutor: Ian Coleman, Professor of Music
This tutorial is designed to offer students in the Oxbridge Music program structured and supervised opportunity for the composition and arrangement of significant musical works.

OXM 324 American Classical Music: c1900 – Present. (2 cr. hrs.) (4)
Tutor: Ron Witzke, Professor of Music
The Western European model of art music proved irresistible to many of America's most creative composers, but unlike most European composers, Americans faced many daunting challenges to propagation, acceptance, and performance of their music. This tutorial will examine the ways in which classically trained American musicians dealt with the complexities and challenges of American cultural identity in the twentieth-century.

OXM 490 Thesis (2 cr. hrs.) (4)
Tutor: Staff
This tutorial provides structure for a final project in the individual student's music Oxbridge specialty. Normally, students in a performance, conducting or composition specialty will research supportive material while preparing for a full-length senior recital or the equivalent, while those students in a music history or church music specialty will research material leading to the writing of an undergraduate thesis in the specialty area.

OXM 495 Synthesis (2 cr. hrs.) (4)
Tutors: Staff
This tutorial is designed as the capstone course in the Oxbridge music program. Its primary goal is to help the student relate and consolidate the areas of music theory, history, literature and performance. In addition to synthesizing the material presented in the tutorials, it will also serve as a program of preparation for the comprehensive examinations in the program.

Tutorials in Science
Tara Allen, Associate Professor and Chair of Biology, Coordinator of the major

OXS 100, 200 Cell and Molecular Biology: An Introduction (2 cr. hrs.) (4)
Tutors: Tara Allen, Associate Professor and Chair of Biology; Scott Falke, Associate Professor of Biology; Lori Wetmore, Associate Professor of Chemistry
As an introduction to the study of the molecular biology of the cell, this tutorial will include a brief history of cell and molecular biology, a comparison of prokaryotic and eukaryotic cells and an in-depth study of cellular evolution. The accompanying laboratory experience is designed to develop laboratory and analytical skills and to illustrate the topics explored during tutorial sessions. This tutorial requires a knowledge of first year college level chemistry.

OXS 211 Evolution (2 cr. hrs.) (4)
Tutor: Paul Klawinski, Professor of Biology
An introduction to the theory of evolution. Each student will explore some of the literature that has led to our current understanding of evolution. Darwin's essay "The Origin of Species" will be referred to throughout the semester to compare with more contemporary thoughts on biogeography, selection, and the rate at which evolution occurs. Other topics to be explore are: Hardy-Weinburg equilibrium, adaptive radiation, species and speciation, and co-evolution. Students will define an evolutionary problem to explore through the semester with a research proposal and present the results of that investigation in the form of a written lab report.

OXS 245 Protein Structure and Function (2 cr. hrs.) (4)
Tutor: Scott Falke, Associate Professor of Biology
Protein Structure and Function is an in-depth
survey of proteins. The tutorial covers structural visualization techniques, structural determination techniques, common secondary, tertiary and quaternary arrangements, the function of cofactors, and protein folding. The conversations will be directed toward addressing the following major question: “Just what makes the ‘Native’ state of protein in its natural cellular environment?” The laboratory section of the tutorial will cover techniques of protein purification, two-dimensional protein gels, denaturation/renaturation, and visualizing protein structure using the molecular modeling program Chimera. Students will get a broad overview of laboratory techniques regarding how to monitor protein/protein interactions (CD, UV/Vis Spectroscopy, Raman Spectroscopy, NMR, X-ray Crystallography, Electron Microscopy, FRET, Chemical Crosslinking).

OXS 250 Genes (2 cr. hrs.) (4)
Tutor: Wei Wu, Assistant Professor of Biology
This is a comprehensive, in-depth study of prokaryotic and eukaryotic genes through the use of textual material, primary and secondary sources and problem sets. The tutorial covers the structure, function, regulation and manipulation of genes, as well as genomic analysis of DNA. The laboratory component exposes the student to the fundamental molecular genetic techniques such as molecular closing, mutagenesis and gene expression. Introductory level of cell and molecular biology is prerequisite.

OXS 281 Research Methodology I (1 cr. hr.)
OXS 282 Research Methodology II (1 cr. hr.)
Tutor: Research Mentor
Students pursue investigation of an independent laboratory project under the mentorship of an Oxbridge Science tutor in order to master laboratory techniques needed for their senior research project. At the end of the semester they will write a lab report in standard scientific journal paper format.

OXS 330, 430 Molecular Biology of the Cell: Cellular Membranes (2 cr. hrs.) (4)
Tutor: Tara Allen, Associate Professor and Chair of Biology
The student will probe the nature of cellular membranes. This will include intensive studies of structures and the functions those structures support. The student will do extensive reading about, write weekly essays and complete problem sets on several cellular membranes (plasma, nuclear, mitochondrial, etc.).

OXS 465
Biochemistry of Macromolecules (2 cr. hrs.) (4)
Tutor: Lori Wetmore, Associate Professor of Chemistry
In this tutorial the student will analyze the relationship between the structures of macromolecules and their biochemical functions. Special emphasis will be given to the structure and function of proteins and their corresponding interaction with lipids, carbohydrates, and nucleic acids. Primary and secondary literature sources, assigned essays, problem sets, and computer model illustration of molecular structures will be used to facilitate the student’s learning experience. Prerequisite: Oxbridge Science Senior status.

OXS 481 Research I (1 cr. hr.)
OXS 482 Research II (1 cr. hr.)
Tutors: Staff
The student will design and carry out a research project which culminates in both written and oral presentation of the results.

OXS 495
Molecular Biology Synthesis (2 cr. hrs.) (4)
Tutors: Tara Allen, Associate Professor and Chair of Biology; Lori Wetmore, Associate Professor of Chemistry; Wei Wu, Assistant Professor of Biology
The framework provides a structure for the student to organize and synthesize concepts learned throughout the molecular Oxbridge tutorial and independent study, in preparation for comprehensive examinations.
Philosophy

The Major Philosophy

Only four of the required hours may be completed at another institution, except with special advance permission. PHI 201 must be taken as a First Year Student or Sophomore to count toward the required 32 hours for the major. Those completing a second major in philosophy must complete the requirements for the bachelor of arts degree.

Required Courses

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<td>PHI 331</td>
<td>Symbolic Logic</td>
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<td>PHI 490</td>
<td>Philosophy Research Capstone</td>
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Three additional four-hour courses at the 300-level or above. (PHI 201 may count as one of these three additional courses if taken by the student’s sophomore year.)

The Minor Philosophy

Required Courses

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Any fourth course at the 300 level or above, or PHI 201 if taken as a First-Year or Sophomore student.

Goals for Student Learning

Students who graduate with a major in philosophy will:

• Know the classical answers given to central human questions such as: What is the meaning of life? How should we behave? What makes a society just? Can God’s existence be proven? Can we ever prove anything?

• Understand the major philosophical movements and thinkers in Western philosophy;

• Isolate the conceptual presuppositions underlying their own and others’ intellectual commitments;

• Critically analyze the strengths and weaknesses of arguments, and apply the basic rules of formal logic;

• Write research papers explaining and assessing competing approaches to philosophical controversies.

The Minor Philosophy

Required Courses

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Any fourth course at the 300 level or above, or PHI 201 if taken as a First-Year or Sophomore student.

Course Descriptions

PHI 201 Introduction to Philosophy (4 cr. hrs.)
A study of the philosophical quest for wisdom concerning such issues as the existence of God, the validity of religious faith, the nature of the self, the basis of knowledge, the justification of morality, freedom and determinism, and political liberty. The course is designed to enable the students to develop skills in stating and defending their own positions on these questions. Fall semester.

PHI 202 Ethics (4 cr. hrs.)
An examination of the principal theories of moral philosophy, including utilitarianism, deontology, and virtue ethics. Students read primary texts by Aristotle, Kant, John Stuart Mill, Hume, Rawls, and contemporary feminist philosophers. Additional topics include ethical relativism, absolutism, egoism, the nature of moral knowledge, and the concept of the good. Fall and Spring semesters.

PHI 215 History of Western Philosophy I (4 cr. hrs.)
An introduction to the history of western philosophy, with a primary focus on metaphysics and epistemology. This course will acquaint students with Plato, Aristotle, Aquinas, Descartes and Kant, along with other thinkers who have been central to the development of philosophy and to the development of western culture. Students will also learn the place of philosophers in their proper intellectual and historical context,
and understand the development of philosophical themes over time. Fall semester

**PHI 216 History of Western Philosophy II** (4 cr. hrs.)
An introduction to the history of post-Kantian western philosophy, with an emphasis on metaphysics and epistemology. This course will acquaint students with 19th and 20th century continental philosophers, including Hegel, Kierkegaard, Nietzsche and Sartre; pragmatist philosophers, including Pierce, James and Dewey; early 20th century analytic philosophers, including Russell, Wittgenstein, and Austin; and more recent analytic spistemology, including work by Quine, Gettier, Kripke, and Goldman. Most students will benefit from taking History of Philosophy I before History of Philosophy II.

**PHI 231 Logic** (4 cr. hrs.)
A first course in logic designed to aid in the development of critical attitudes, to present the general methods of inquiry, and to enable the student to formulate independent judgments. The course emphasizes deductive and inductive patterns of reasoning and techniques of clarification. Spring semester.

**PHI 331 Symbolic Logic** (4 cr. hrs.)
Symbolic logic is a rigorous introduction to formal logic. Topics covered include symbolization, syntax, semantics, derivations and metatheory for both sentential and predicate logic, as well as applications in mathematics and philosophy. Course methodology includes lecture, discussion and a computer lab.

**PHI 351-363 Seminars**
Intensive reading and discussion of problems, thinkers, and movements in philosophy. As seminars are intended to advance a student's knowledge and competence beyond the introductory level, it is recommended that students complete PHI 202 or PHI 215 before enrolling in a seminar. Two seminars are offered each semester.

**PHI 351 Philosophy of Law** (4 cr. hrs.)
This course is an examination of the philosophical foundations of law and of the relationship of law to morality. Fundamental questions concerning the concept of law as presented in the natural law tradition, legal positivism, legal realism, and critical legal studies will be considered. The course will also investigate the nature of legal reasoning and important normative issues including theories of justice, equality, the structure and content of rights, responsibility, and punishment. Students will read classic works by Aquinas, Marx, and Mill, as well as contemporary writings by Hart, Dworkin, Fuller, and others. Philosophy of law will be of interest not only to students considering a career in law, but to anyone concerned with the nature, purpose, scope, and justification of law.

**PHI 352 Existentialism** (4 cr. hrs.)
Does life have meaning? What is the significance of death? What is human nature? This seminar examines existentialist philosophers’ answers to these fundamental questions. Students read both philosophical and literary work by philosophers such as Sartre, Camus, and Beauvoir. Additional topics include human freedom and responsibility, God and meaninglessness, rationality and the absurd, and alienation and authenticity.

**PHI 353 Environmental Ethics** (4 cr. hrs.)
This course will consider controversies in environmental philosophy and social policy, all of which are fundamentally related to the question of justice—justice between species, people, and generations. Topics students will investigate include: the moral standing of animals, plants, and ecosystems; property rights and environmental regulation; neoclassical and sustainable approaches to environmental economics; population growth and environmental degradation; ethical and economic considerations of future generations; and the environment and international security.

**PHI 354 Business Ethics** (4 cr. hrs.)
This seminar provides students an opportunity to reflect on the application of ethical theory to business practice. Students will read philosophical essays, legal perspectives, and case studies on a variety of issues related to business including: corporate social responsibility; the rights and obligations of employers and employees; discrimination and harassment in the workplace; the regulation of business; marketing; international business; and the protection of consumers, workers, investors, and the environment from harm.
PHI 355 Asian Philosophy (4 cr. hrs.)
A survey of philosophical movements in India, China, and Japan with attention to religious and cultural implications and to chronological development. Philosophies considered include Hinduism, Confucianism, and Taoism as well as Indian, Chinese, and Zen Buddhism. Students will come to understand various Asian approaches to the nature of the cosmos, the nature of the self, and the place of the self within that cosmos.

PHI 356 Philosophy of Knowledge (4 cr. hrs.)
An examination of contemporary and historical approaches to questions about the nature, sources, and limits of human knowledge. What is the role of doubt? Can we avoid error? How can we know we are right? Can we prove we are right? Drawing on readings from Plato to Kant, from Wittgenstein to Foucault, seminar participants will contemplate both the possibility that knowledge is a discovery of objective truth and the possibility that knowledge is a human construction.

PHI 357 Contemporary Philosophy of Science (4 cr. hrs.)
Twentieth-century philosophers of science have concerned themselves primarily with asking how scientific theories change over time, whether or not explanation is a goal of science, how scientific knowledge is confirmed, and whether science reveals the underlying nature of reality. This course will help science students put their studies into thoughtful perspective, and will provide all participants with a deeper understanding of the nature of human knowledge.

PHI 358 Philosophy of Sex and Gender (4 cr. hrs.)
An introduction to feminist theory, focusing on the social construction of both male and female gender, and on the extent to which our scientific and other intellectual pursuits display the influence of gender preconceptions. Students will discuss these issues from a variety of perspectives, including liberal feminism, radical feminism, feminist analyses by women of color, psychoanalytic feminism, and postmodern feminism.

PHI 359 Postmodernism (4 cr. hrs.)
An examination of postmodern theory in juxtaposition with philosophical and cultural modernity. Postmodern thinking, famously described by Lyotard as a “distrust of meta-narratives,” problematizes prevailing concepts of objectivity, truth and the nature of reality. Students will read and discuss works by such writers as Derrida, Foucault, Lyotard, Rorty. Of special interest not only to those studying philosophy, but also literature and religion.

PHI 360 American Philosophy (4 cr. hrs.)
Is there a distinctive tone underlying American contributions to philosophy? Pragmatism, the sole philosophical movement originated and sustained entirely by Americans, is a focus of this seminar, which will also consider American contributions to logical positivism and analytic philosophy. Students will address the work of such philosophers as Peirce, James, Dewey, Quine, Sellars, Davidson, and Putnam.

PHI 361 Philosophy of Religion (4 cr. hrs.)
Christianity has been described as “a religion in search of a metaphysic.” This course will examine several different philosophical conceptions of reality and investigate their contributions to the history of Western ideas about God, human nature, and the world. Included in this study will be classical philosophers such as Plato, Aristotle, and Plotinus, as well as modern philosophers like Hegel and Whitehead.

PHI 362 Medical Ethics (4 cr. hrs.)
This is a course in applied ethics focusing on a broad range of health care issues, including preventive health care, fair distribution of health care benefits and costs, the relationship between a patient and the health care professional, and patients’ rights. In the process of discussing these and other issues in a seminar setting, students are given the opportunity to deepen their understanding of basic normative concepts related to autonomy, utility, distributive justice, beneficence, and non-maleficence. Prerequisite: PHI 202 or instructor’s permission.
PHI 363 Modern Political Philosophy (4 cr. hrs.)
Explores theories of the good and just society. Students will examine the origins of modernism from Machiavelli to Marx, the subsequent development of liberalism, and various contemporary challenges posed by alternative visions such as Communitarianism.

PHI 451, 452 Readings in Philosophy (1-4 cr. hrs.)

PHI 490 Philosophy Research Capstone (4 cr. hrs.)
This course guides students in acquiring the skills necessary to produce a substantial, high-quality, independent work of undergraduate research in philosophy. Students will extend their capacity to analyze a narrowly defined problem in contemporary philosophical scholarship, will strengthen their ability to pursue independent research using recently published journal articles and monographs, and will combine these competencies in the construction of a research paper on a topic of their own choosing, with the goal of submitting the finished manuscript to an undergraduate conference or journal.
Physical Education, Recreation, and Athletics

Athletic Director and Chair: Darlene Bailey
Assistant Professor: Larry Holley
Instructors: Chris Cissell, Dustin Combs, Jill Cress, Jerod Kruse, Jefferson Roblee, Fran Schwenk, Jeff Snow, Mike Stockton, Shawn Weigel, and Paul Worstell

The mission of the Physical Education, Recreation, and Athletics Department is to be an integral part of the education process at William Jewell College by supporting the development of the “whole person”—physical, mental, social, emotional, and spiritual. The department’s aim is to improve students through the medium of physical and sport activities that support this mission. Opportunities will be provided for professional preparation, in accordance with accrediting agency requirements, of highly qualified teachers and leaders in recreation and athletics.

Goals for Student Learning

Our graduates will be able to:

• Facilitate lifelong learning in a world of change;
• Confront the challenges of tomorrow;
• Exhibit leadership skills in order to affect decisions that will encourage the acquisition of health and other behaviors leading to an active, productive, and healthy lifestyle.

The department offers two majors and two minors. Both majors lead to a Bachelor of Science (BS) degree: (1) Recreation and Sport and (2) Physical Education. The department also offers two minors: (1) Coaching and Performance Enhancement and (2) Recreation and Sport.

Two hours of physical education activity are required of all students for graduation. Students fulfill this requirement by selecting two to four of the lifetime activities listed below. Four hours of activity may be counted within the 124 hours required toward a degree. The department encourages students to involve themselves in aerobic activity at least three times per week. The department challenges every student who cannot swim to conquer any fear of the water and to learn skills which could potentially save her or his life by enrolling in beginning swimming. Activities marked with an asterisk (*) require payment of a fee. Activities marked with a plus (+) require the ability to swim at least 25 meters.

All activity courses will be taught on a pass-fail basis. Courses will be adapted to meet special needs. The same activity may not be repeated for credit toward a degree.

| PED 101 | Step Aerobics (0.5)* | PED 118 | Country Line Dancing (0.5)* |
| PED 102 | Boxing Aerobics (0.5) | PED 120 | Super Circuit (1.0) |
| PED 104 | Archery (0.5) | PED 121 | Recreational Water Games (0.5)+ |
| PED 105 | Badminton (0.5) | PED 122 | Volleyball (0.5) |
| PED 106 | Rock Climbing (1.0)* | PED 123 | Sand Volleyball (0.5) |
| PED 107 | Bowling (0.5)* | PED 124 | Fly Tying & Fishing (0.5)* |
| PED 109 | Fencing (0.5) | PED 126 | Beginning Swimming (1.0)+ |
| PED 110 | Golf (1.0)* | PED 127 | Scuba Diving (1.0)*+ |
| PED 112 | Racquetball (0.5) | PED 128 | Tennis (1.0) |
| PED 113 | Yoga (1.0)* | PED 129 | Lifeguard Training (1.0)*+ |
| PED 114 | Pilates (1.0)* | PED 130 | Water Exercise (0.5)+ |
| PED 115 | Self-Defense (0.5)* | PED 131 | Squash (0.5) |
| PED 116 | Dance: Ballroom and Big Band (1.0)* | PED 132 | Tumbling (1.0) |
| PED 117 | Ballroom Dance: Pop and Rock (1.0)* | PED 133 | Strength & Conditioning (1.0) |
Physical Education, Recreation, and Athletics

PED 134 Horseback Riding (0.5)*
PED 135 Reinsmanship (0.5)*
PED 136 Jogging (0.5)
PED 138 Walking Off Weight (0.5)
PED 140 Snow Skiing (0.5)*

The Majors
Both majors require students to complete the following:

- A performance portfolio will be constructed by students throughout their undergraduate education. The portfolio details are available from the student’s departmental academic advisor. They are designed for each major: Physical Education (9-12) and Recreation and Sport.

- A departmental junior review (after the student has completed 75 hours and before completing 90 hours) is required. At this time an initial review of the student’s performance portfolio will occur. Contact the academic advisor for further details.

- A senior oral exit exam will take place after the student has completed 105 hours and prior to graduation. Contact the academic advisor for details.

Physical Education
This major has been approved by the Missouri Department of Elementary and Secondary Education. The purposes of the teacher education program are to prepare teachers who:

1. Have a strong background in their teaching specialty (i.e., scientific knowledge, motor skills, human movement or health content);

2. Understand health and physical education as a profession, including the historical and philosophical aspects, and can explain how health and physical education teachers can advance the goals of the profession in a variety of settings;

3. Become effective coordinators of learning, relate theory to practice by planning, implementing and evaluating learning experiences, and cause students to become self-directed, lifelong learners.

Required Courses

PED 155 Foundations of Physical Education, Recreation, & Sport (2)
PED 216 Aerobic Conditioning and Strength Training (2)
PED 228 Lifetime Individual Activities & Dance (3)
PED 229 Lifetime Team Activities (2)
PED 249 Anatomy & Physiology (2)
PED 250 Health Science (2)
PED 256 Social Aspects of Physical Education & Recreation (2)
PED 261 Prevention & Treatment of Athletic Injuries (2)
PED 280 Psychological Aspects of Physical Education & Recreation (2)
PED 300 Physiology of Exercise (3)
PED 375 Perceptual Motor Development (2)
PED 381 Assessment & Evaluation in Physical Education (2)
PED 392 Kinesiology (2)
PED 420 Adapted Physical Education (2)
PED 465 Methods of Middle School & Secondary School Physical Education (2)

In addition, all Physical Education Majors will follow the Secondary Education Teacher Certification program in the WJC Department of Education.

Recreation and Sport
The purpose of the Recreation and Sport program will be to prepare professionals for careers in a wide variety of settings, such as public park and recreation departments, community centers, fitness facilities, personal fitness trainers, corporate recreation, church recreation, nonprofit recreation centers, and sport-related activities in non-school settings.

Required Courses

PED 126 Beginning Swimming (1)
PED 155 Foundations of Physical Education, Recreation, & Sport (2)
PED 216 Aerobic Conditioning and Strength Training (2)
PED 225 Officiating Sport (2)
PED 249 Anatomy & Physiology (2)
PED 250 Health Science (2)
PED 256 Social Aspects of Physical Education & Recreation (2)
Physical Education, Recreation, and Athletics

PED 261  Prevention & Treatment of Athletic Injuries (2)
PED 280  Psychological Aspects of Physical Education & Recreation (2)
PED 290  Field Experience in Recreation and Sport (2)
PED 300  Physiology of Exercise (3)
PED 381  Assessment & Evaluation in Physical Education (2)
PED 390  Facilities & Equipment in Recreation & Sport (2)
PED 392  Kinesiology (2)
PED 490  Internship in Recreation & Sport (6)
BUS 201  Organization & Management (3)
COM 260  Organizational Communication (3)

The Minors

The following two minors complement students' majors in other areas of the College. They provide the flexibility and diversity needed to allow the student to pursue a specific career interest in Coaching and Performance Enhancement or Recreation and Sport, while at the same time providing the breadth needed to adapt these interests to a variety of markets. The minors thereby strengthen the students' academic preparation and enhance career options, regardless of their William Jewell College major. A major in Business Administration or Organizational Communication is recommended with these minors.

Coaching and Performance Enhancement

Required Courses

PED 155  Foundations of Physical Education, Recreation, & Sport (2)
PED 249  Anatomy & Physiology (2)
PED 256  Social Aspects of Physical Education & Recreation (2)
PED 261  Prevention and Treatment of Athletic Injury (2)
PED 280  Psychological Aspects of Physical Education & Sport (2)
PED 300  Physiology of Exercise (3)
PED 392  Kinesiology (2)
PED 440  Internship in Coaching (2)

Designated Electives (choose two of the following):

PED 339  Analysis of Coaching Swimming and Diving (2)
PED 394  Analysis of Coaching Cheerleaders and Dance Teams (2)
PED 395  Analysis of Coaching Football (2)
PED 396  Analysis of Coaching Basketball (2)
PED 397  Analysis of Coaching Baseball (2)
PED 398  Analysis of Coaching Track and Field (2)
PED 399  Analysis of Coaching Volleyball (2)

The following courses are recommended as electives, but are not required:

CTI 255  Sports Science: Physics Applications and Ethical Issues (4)
PSY 421  Seminar: Sport Psychology (1-4) (offered periodically)

A Physical Education major or a Recreation and Sport major cannot earn the Coaching minor.

Recreation and Sport

Required Courses

PED 155  Foundations of Physical Education, Recreation, & Sport (2)
BUS 201  Organization and Management (3)
PED 256  Social Aspects of Physical Education & Sport (2)
COM 260  Organizational Communication (3)
PED 280  Psychological Aspects of Physical Education & Sport (2)
PED 290  Field Experience in Recreation and Sport (2)
PED 390  Facilities and Equipment in Recreation and Sport (2)
PED 490  Internship in Recreation and Sport (6)

A Recreation and Sport major cannot earn the Recreation and Sport minor.

Course Descriptions

PED 155 Foundations of Physical Education, Recreation, & Sport (2 cr. hrs.)

An introductory professional course which covers the scope, purpose, history, growth and development, and career assessment of physical education and recreation.
PED 216 Aerobic Conditioning
& Strength Training (2 cr. hrs.)
This course is designed to instruct students in different methods of cardio-respiratory training and muscular resistance training. The intent of this class is to be a methods class for future instructors.

PED 225 Officiating Game & Sport (2 cr. hrs.)
This course is designed to teach students how to officiate games and sports including football, basketball, baseball, and softball.

PED 228 Lifetime Individual Activities & Dance (3 cr. hrs.)
An introduction to basic skills and teaching techniques in individual sports (tennis, badminton, golf and racquetball) and dance. This is a methods class.

PED 229 Lifetime Team Activities (2 cr. hrs.)
An introduction to basic skills and teaching techniques in team sports including volleyball, soccer, basketball, softball, baseball and football.

PED 249 Anatomy and Physiology (2 cr. hrs.)
A generalized study of the structure and function of cells, tissues, metabolism, the skeletal system, respiration, cardiovascular system and nervous system as they relate to physical education.

PED 250 Health Science (2 cr. hrs.)
A study of personal and community health which challenges students to consider health information from physical, emotional, social, intellectual, and spiritual dimensions and helps them master the important developmental tasks which confront them.

PED 256 Social Aspects of Physical Education & Recreation (2 cr. hrs.)
Analysis of social aspects that influence human performance in sport and exercise. Prerequisite: PED 155.

PED 261 Prevention and Treatment of Athletic Injury (2 cr. hrs.)
A basic course in the management of common athletic injuries and conditions. Includes study of causes of such problems and how to help prevent their occurrence. First Aid, CPR, and AED techniques are included. Prerequisite: PED 249.

PED 280 Psychological Aspects of Physical Education & Recreation (2 cr. hrs.)
Analysis of the psychological concepts that influence human performance in sport and exercise. Prerequisite: PED 155.

PED 290 Field Experience in Recreation/Sport (2 cr. hrs.)
Provides practical experience at selected recreation agencies. Students will be supervised by department staff and agency director(s). Requires approval of department chair. Prerequisites: PED 155, 261.

PED 300 Physiology of Exercise (3 cr. hrs.)
A study of the immediate and long-range effects of physical activity on the muscular, respiratory, circulatory, nervous, and metabolic systems. Laboratories are included. Prerequisite: PED 249. Recommended: PED 392.

PED 339 Analysis of Coaching Swimming and Diving (2 cr. hrs.)
American National Red Cross Water Safety Instructor Course. Certification requires meeting all current Red Cross standards. Course credit is independent of Red Cross certification.

PED 375 Perceptual Motor Development (2 cr. hrs.)
A study of changes in motor behavior over the lifespan, the processes underlying these changes, and the factors affecting them. Prerequisite: PED 249.

PED 381 Assessment & Evaluation of Physical Education (2 cr. hrs.)
A study of the assessment and evaluation procedures in physical education, recreation, and sport science, the administration of such procedures, and the interpretation of the results via fundamental statistical methods. Prerequisite: junior standing. Recommended: PED 228, PED 229.

PED 390 Facilities and Equipment in Recreation and Sport (2 cr. hrs.)
Planning principles and guidelines for the design, construction, and equipping of educational, recreational, and sport facilities. Prerequisite: PED 155.
PED 392 Kinesiology (2 cr. hrs.)
The study of the principles of human movement, structural, and mechanical. Prerequisite: PED 249.

PED 394 Analysis of Coaching Cheerleaders and Dance Teams (2 cr. hrs.)
Fundamentals and techniques of teaching the gymnastic and rhythmic activities associated with cheerleading and dance teams.

PED 395 Analysis of Coaching Football (2 cr. hrs.)
Techniques of conditioning, methods of motivation, and strategies of coaching football.

PED 396 Analysis of Coaching Basketball (2 cr. hrs.)
Techniques of conditioning, methods of motivation, and strategies of coaching basketball.

PED 397 Analysis of Coaching Baseball and Softball (2 cr. hrs.)
Techniques of conditioning, methods of motivation, and strategies of coaching baseball and softball.

PED 398 Analysis of Coaching Track and Field (2 cr. hrs.)
Techniques of conditioning, methods of motivation, and strategies of coaching track and field.

PED 399 Analysis of Coaching Volleyball (2 cr. hrs.)
Techniques of conditioning, methods of motivation, and strategies of coaching volleyball.

PED 420 Adapted Physical Education (2 cr. hrs.)
Survey of human disabilities combined with adaptive and rehabilitative measures to promote better living for the individual. Prerequisites: PED 249, 375. Recommended: PED 300, 392.

PED 440 Internship in Coaching (2 cr. hrs.)
Provides opportunity to gain coaching and sport administration experience. Course may be repeated with a different sport assignment. Requires approval of department chair.

PED 465 Methods of Middle & Secondary School Physical Education (2 cr. hrs.)
Methods and activities in Physical Education in the Middle & Secondary School. This course will consist of classroom lecture and hands on lab experience. Prerequisites: PED 228, 229, 381.

PED 490 Internship in Recreation/Sport (6 cr. hrs.)
Opportunity to observe, participate, lead, and learn in a variety of recreation/sport settings and with a variety of populations. Requires approval of department chair. Prerequisites: PED 155, 290, 390. Senior standing recommended.

PED 499 Independent Study in Physical Education (1-6 cr. hrs.)
Designed to provide the opportunity to pursue a topic of special interest which is not a part of the regular course offerings. Requires approval of department chair. May be repeated.
Physics

Chair: Professor Patrick Bunton
Wallace A. Hilton Professor Blane Baker
Assistant Professor Mary Margaret Brewer

Goals for Student Learning

Students completing a major in physics will:

• Have a working knowledge of the content of physics;
• Develop expertise in the techniques of doing physics;
• Develop skills in reading, writing, and presenting physics concepts and research/engineering results:
• Actively engage in a community of scholars;
• Think critically and creatively as scientists.

The department offers three majors and a minor. All majors lead to a Bachelor of Arts (BA) degree. The department also offers a minor in physics.

The Majors

Physics

Thirty semester hours of physics are required, including at least 20 hours at the 300 level or above.

Required Courses

PHY 213 General Physics (5)
PHY 214 General Physics (5)
PHY 316 Atomic and Nuclear Physics (3)
PHY 317 Atomic and Nuclear Physics Laboratory (1)
PHY 351 Research Experience (1)

At least three of the following courses:

PHY 306 Applied Electronics (4)
PHY 323 Optics Laboratory (1)
PHY 352 Research Experience (1)
PHY 416 Electronic Measurements Laboratory (1)

All students intending to complete a major in physics should have a member of the physics faculty as their academic advisor by the end of their first year and should ascertain additional expectations from the department.

Physics Education

The physics education major is designed for students who are interested in real world applications of physics and who wish to teach that subject in high school. Students will complete a thorough grounding in the range of physics theories and substantial work in which those theories are applied in practice. The physics education major requires 27 hours of physics as outlined below. For the purposes of this major CTI 258 Astronomy and Cosmology (4) can be counted as a physics course.

Required Courses

PHY 213 General Physics (5)
PHY 214 General Physics (5)
PHY 316 Atomic and Nuclear Physics (3)
PHY 317 Atomic and Nuclear Physics Lab (1)
PHY 351 Research Experience (1)
CTI 258 Astronomy and Cosmology (4)

Designated Electives (see list below) (8)

Designated Electives

(select 8 or more hours' worth of courses from the following list):

PHY 306 Applied Electronics (4)
PHY 318 Heat and Thermodynamics (3)
PHY 322 Optics (3)
PHY 323 Optics Laboratory (1)
PHY 332 Analytical Mechanics (Statics) (3)
PHY 346 Advanced Modern Physics (4)
PHY 352 Research Experience (1)

Students double majoring in physics education and secondary education may receive certification to teach physics in grades 9-12 in the State of Missouri. A certification program has been approved by the Missouri Department of Elementary and Secondary Education. A Student Handbook providing requirements for all certification programs can be obtained from the Department of Education.
Science and Technology Management with Emphasis in Physics
This BA program prepares graduates for employment in sales and marketing in high-technology industries with the skills to progress to management-level positions. Graduates have the background and experience to understand the manufacture and operation of high-technology products. In addition, they have the marketing and organizational behavior skills necessary to operate successfully in the world of business. These skills are combined with the interpersonal and leadership skills of the liberal arts education.

Details are available in the Science and Technology Management section of the catalog.

The Minor Physics
Students pursuing majors in other disciplines but with an interest in physics may choose to minor in physics. A minor requires 18 hours of physics courses. Included is a set of introductory survey courses: PHY 111 College Physics (4) and PHY 112 College Physics (4) or PHY 213 General Physics (5) and PHY 214 General Physics (5). The remaining 8-10 hours must come from courses numbered 300 and above. At least one upper division laboratory is required, but no more than two such labs can count towards the hours of the minor. At least 8 hours must be completed in residence at William Jewell College. For specific recommendations consistent with your personal goals, please consult with one of the physics faculty.

Dual-Degree Engineering Curriculum
Physics majors in the 3-2 plan of engineering with Vanderbilt University, Washington University in St. Louis, Columbia University in New York, or the University of Kansas should complete the requisite courses at William Jewell College. For students who expect to enter an engineering school upon graduation, the pre-engineering curriculum, plus a major in physics, mathematics or chemistry is appropriate (depending upon the type of engineering—electrical, civil, mechanical, chemical). Further information is available in the Pre-Professional Programs section of the catalog.

Course Descriptions

**PHY 111 College Physics (4 cr. hrs.)**
The general principles of mechanics, waves, sound, heat and electricity, with discussions of some practical applications. Problems and laboratory work are emphasized. Intended for students majoring in mathematics, chemistry, biology, and for pre-health students. One laboratory period each week. Fall semester. (Will not apply toward physics major requirements.)

**PHY 112 College Physics (4 cr. hrs.)**
The general principles of light, optical instruments, atomic structure and nuclear physics with a discussion of some practical applications. Intended for students majoring in mathematics, chemistry, biology, and for pre-health students. One laboratory period per week. Spring semester. (Will not apply toward physics major requirements.)

**PHY 213 General Physics (5 cr. hrs.)**
Competence in calculus is required in this course. Course includes mechanics, sound, and heat. One laboratory period per week. Fall semester. Corequisite: CTI 104.

**PHY 214 General Physics (5 cr. hrs.)**
Competence in calculus is required in this course. Includes electricity, magnetism, light and optics. One laboratory period per week. Spring semester. Prerequisite: PHY 213.

**PHY 306 Applied Electronics (4 cr. hrs.)**
An introductory course emphasizing the applications of solid state devices such as diodes, thyristors, transistors, sensors, and linear and digital integrated circuits. May be continued as projects in Research Experience. Prerequisite: consent of instructor. Fall semester. One laboratory period per week.

**PHY 316 Atomic and Nuclear Physics (3 cr. hrs.)**
A course in modern physics. Includes introduction to special relativity, X-rays and spectra, radioactivity, nuclear reactions, atomic structure, and other topics of importance to modern physics and chemistry. Prerequisites: PHY 214, MAT 200.

**PHY 317 Atomic and Nuclear Physics Laboratory (1 cr. hr.)**
To follow or accompany PHY 316. Three hours of laboratory work per week.
PHY 318 Heat and Thermodynamics  (3 cr. hrs.)
Includes study of temperature, thermodynamic systems, work, first and second laws of thermodynamics and entropy. A brief introduction to statistical mechanics and kinetic theory. For students of physics, chemistry and engineering. **Prerequisites:** PHY 214, MAT 200.

PHY 322 Optics  (3 cr. hrs.)
An advanced course in light. Includes a study of lenses, reflectors, prisms, spectrometers, ruled gratings, spectra, interferometers, diffraction, polarization and the principle of virtual work. **Prerequisites:** PHY 214, MAT 200.

PHY 323 Optics Laboratory  (1 cr. hr.)
To follow or accompany PHY 322. Three hours of laboratory work per week.

PHY 332 Analytical Mechanics (Statics)  (3 cr. hrs.)
Concerned with basic concept of force systems, conditions of equilibrium, structures, distribution of forces, centroids, effects of friction, moments of inertia and the principle of virtual work. Methods of the calculus and graphical analysis, including vectorial representation, will be freely employed. **Prerequisite:** MAT 200.

PHY 346 Advanced Modern Physics  (4 cr. hrs.)
Applies Schrödinger's theory of quantum physics to the hydrogen atom, multi-electron atoms, angular momentum quantization, optical excitations, molecular structure, and atomic and molecular spectroscopy. Building on this foundation the course then emphasizes solid-state (condensed matter) physics including crystal structure, free-electron model of metals, band theory, semiconductors, and dielectrics. May also include other topics in solid state or materials science of interest. **Prerequisite:** PHY 316.

PHY 351-358 Research Experience  (1 cr. hr.)
A detailed study of some specific problem or experiment in physics, history of physics, reading from current literature of physics. Available each semester.

PHY 415 Electricity and Magnetism  (4 cr. hrs.)
Electrostatics, magnetism, resistance, capacitance, inductance, electromagnetic induction, electric circuits. Maxwell's equation and field theory. **Prerequisites:** PHY 214, MAT 201.

PHY 416 Electronic Measurements Laboratory  (1 cr. hr.)
Measurement of parameters of interest in laboratory and industrial research: temperature, pressure, light, magnetic fields, linear and angular displacement. Includes introduction to data acquisition and interfacing with microcomputers. **Prerequisites:** PHY 306 and consent of instructor. Three laboratory hours per week.

PHY 443 Classical Mechanics  (4 cr. hrs.)
An intermediate course in classical mechanics. This course begins with a critical discussion of Newton's laws of motion. Other topics include conservative forces, the forced harmonic oscillator, complex number application to the solution of linear differential equations, Fourier Series applications, vector algebra, elements of vector analysis, integration and differentiation of vectors, motion under a central force, coupled harmonic oscillators, rotating coordinate systems, LaGrange's equations, and an introduction to tensors.

PHY 444 Quantum Mechanics  (4 cr. hrs.)
This course is designed to follow 443. The concept of a wave function is introduced via solution of the Schrödinger equation. The Schrödinger equation is solved for numerous examples including an infinite square well, a harmonic-oscillator potential, a delta-function potential, and a finite square well. A rigorous development of the hydrogen atom extends the treatment of quantum-mechanical systems to three dimensions. Approximation methods include perturbation theory, the variational principle, the WKB approximation, the adiabatic approximation, and scattering.
Goal for Student Learning

The mission of the Political Science Department is to offer its students concentrated study that prepares them to understand the political world as it really is and in the great debates about how it should be. Graduates of the department will:

- Excel in the study of government and justice in the United States, other countries, and in world politics;
- Be equipped for the noble tasks of citizenship;
- Be trained in careful political analysis, able to engage and evaluate multiple points of view and to convey their thinking in strong communication;
- Understand the basic principles of liberal democracy and how these differ from those of authoritarian political systems;
- Show a familiarity with a wide range of political theory and public policy discussions that will be evident in their capacity to conduct independent scholarly projects;
- Have many opportunities for direct service or participation in political life.

The department offers two majors, both leading to a Bachelor of Arts (BA) degree: political science and international relations. Both the political science and international relations majors follow the core requirements for the BA degree. However, a student who selects either of these as a second major in combination with a BS primary major may follow the core requirements for the BS degree. A grade of C- or higher is required in each course in the major.

The Majors

Political Science

Required Courses

32 hours in political science courses, including the following core courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POL 100</td>
<td>Introduction to Politics</td>
<td>4</td>
</tr>
<tr>
<td>POL 200</td>
<td>Introduction to Political Theory</td>
<td>4</td>
</tr>
<tr>
<td>POL 250</td>
<td>Introduction to World Politics</td>
<td>4</td>
</tr>
<tr>
<td>POL 400</td>
<td>Senior Seminar</td>
<td>4</td>
</tr>
</tbody>
</table>

International Relations

International Relations (IR) is an interdisciplinary major designed to acquaint students with basic elements of economic, political, and social relationships among nations and world politics. This major is strongly supported by the excellent overseas programs of William Jewell College.

All IR majors must spend one semester in an approved overseas study program. Students will normally do this in a WJC Study-Abroad Program, but they may apply for credit from independent overseas programs. Students may apply for an alternative to this requirement to the Director of the IR major. Students will also complete POL 431 (1 credit hour) attached to their overseas study experience. This will normally be a small research project whose topic will flow from their choice of the overseas program, with some research to be completed overseas.

The following requirements apply:

- Completion of a second intermediate (200-level) course in a foreign language, or demonstrated proficiency.
- Overseas study for one semester or alternative, plus POL 431 (for 1 hour).

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POL 250</td>
<td>Introduction to World Politics</td>
<td>4</td>
</tr>
<tr>
<td>ECO 404</td>
<td>Introduction to International Economics</td>
<td>3</td>
</tr>
<tr>
<td>POL 452</td>
<td>Senior Seminar in IR</td>
<td>4</td>
</tr>
</tbody>
</table>

Designated Electives (see descriptions below) in the History Track, the Humanities Track, and the...
Politics Track. 8 hours are required from each of the three tracks.

Designated Electives:
Remaining courses for this major may be selected from the following, or similar courses judged appropriate by the director of the major. Courses taken overseas may count.

Humanities Track (8 hours):
- CTI 229 Christianity and Tyranny (4)
- CTI 231 Biblical Messianism and Handel's Messiah (4)
- CTI 235 The Sacred Image (4)
- PHI 352 Existentialism (4)
- PHI 353 Environmental Ethics (4)
- PHI 355 Asian Philosophy (4)
- REL 241 Classic Christian Traditions (4)
- REL 271 Religions of Asian and Native America (4)
- REL 341 Christianity in Non-Western Cultures (2)

One 300-level foreign language class.

History Track (8 hours):
- HIS 103 World History to 1600 (4)
- HIS 104 World History since 1600 (4)
- HIS 202 Introductory History Colloquium: World History (4)
- HIS 223 History of England (4)
- HIS 224 Modern China (2)
- HIS 226 Modern Japan (2)
- HIS 228 Soviet Union (4)
- HIS 312 Europe in the Middle Ages (2)
- HIS 317 Early Modern Europe (4)
- HIS 318 The Formation of Modern Europe (4)
- HIS 322 World War II and the Holocaust (4)
- HIS 330 Old Regime and Revolutionary France (4)

Politics Track (8 hours):
- POL 215-220 Intermediate Seminar (2-4)
- POL 225 Comparative Policy and Dynamics (4)
- POL 325 Cases in Comparative Politics (4)
- POL 334 U.S. National Security Policy (4)

Course Descriptions

POL 100 Introduction to Politics (4 cr. hrs.)
The course introduces students to the study of politics by asking them to compare political systems. They will explore the differences and similarities of the United States and a non-Western or non-liberal country (for example, China, Mexico or Iran). Students will explore differences in what great philosophers have argued justice should mean in these systems, what is expected from politics, and how the state and society relate to each other.

POL 150 Introduction to American Government (4 cr. hrs.)
An introductory survey of the structures and functions of American political institutions. Areas of study include the founding, political parties and participation, the mass media, Congress, the Presidency, courts, state and local government, interest groups, and the federal bureaucracy.

POL 200 Introduction to Political Theory (4 cr. hrs.)
An introductory course that examines the nature of politics; considers the meaning of such terms as liberty, equality, justice, power; and overviews the major Western political philosophies and ideologies, including liberalism, conservatism, Marxism and fascism.

POL 201 Congress and the Presidency (4 cr. hrs.)
Examines Congress dynamically in terms of participant roles, committee systems, party influence and leadership, legislative functions and representative democracy, legislative and executive relations, and current efforts at reform. Second half of course will cover the development of the modern presidency from 1789 to the present. Topics include presidential leadership, power, and influence in relationships with Congress, courts, parties, bureaucracy, and the public in the formulation and administration of domestic and foreign policy.

POL 210 Campaigns and Elections (4 cr. hrs.)
A study of trends in political campaign techniques and their impact on American democracy as political parties decline. Identifying the actors on the political scene—personal organizations, interest groups, Political Action Committees, and campaign consultants. Examines the development of modern campaigns in terms of campaign finance, technological innovation, and professionalization.

POL 211 American Political Thought (4 cr. hrs.)
Focuses on the development of American political thought from its European roots. Special attention is given to the construction and changing meaning of the Constitution, and to a critical examination of contemporary American political thought. Also considers the American polity today. Recommended background: POL 200.

POL 215-220 Intermediate Seminar (2-4 cr. hrs.)
Topics of this seminar will vary; past topics include “Special Interest Groups,” “Politics and Literature,” “European Union,” “States and Markets in World Politics.” Topics announced in course schedule.

**POL 221 Constitutional Law: National and State Powers (4 cr. hrs.)**
The course focuses on the nature and extent of constitutional power, the separation-of-powers doctrine, federal-state relations, the power of Congress and the Presidency, commerce and property rights. **Recommended background:** POL 150.

**POL 222 Constitutional Law: Civil Rights and Liberties (4 cr. hrs.)**
The course reviews the development of political and civil rights in the American constitutional system and the limitations on government powers with emphasis on freedom of speech, press, religion, and the rights of the accused. Briefing and analysis of cases and statutes. **Recommended background:** POL 150.

**POL 225 Comparative Policy and Dynamics (4 cr. hrs.)**
Students will examine a current or historical issue or policy debate in American national life and compare how other countries have grappled with the issue. The topics will vary, but might include “The Welfare State in the US, Germany, and Japan,” “Executive Control of Foreign Policy in the US, France, and China,” or “Regulating Death in the USA, the Netherlands, and Japan.” Topics announced in semester course schedule.

**POL 250 Introduction to World Politics (4 cr. hrs.)**
An introductory course where students examine conflict and cooperation in a political sphere with states but no central government. Topics include realism and liberalism, explaining war and peace, the role of human rights in world politics, and the debated place of the United States in international relations.

**POL 308 Political Communication (4 cr. hrs.)**
This course is designed to survey the major institutions of political communication in the United States. Areas of study include campaign advertising and the development of sound-bite politics, government-press relations, the impact of the media on agenda-setting and the policy process, the corporate structure of the mass media and its political consequences, the role of symbols in political discourse and the manipulation of cultural icons. **Recommended background:** POL 150.

**POL 313 Classical and Medieval Political Thought (4 cr. hrs.)**
Traces the development of classical political thought in Greece, explores the changes made by the Romans, and subsequent decline, and the various modifications proposed by Augustine, Aquinas, and other medieval thinkers. Generally covers Plato, Aristotle, the Romans, Augustine, and Aquinas. **Recommended background:** POL 200.

**POL 314 Modern Political Thought (4 cr. hrs.)**
Explores the characteristics of modern political thought, compares and contrasts its different representatives, and considers critically the importance these representatives have had in shaping modern political life. Generally covers Machiavelli, Calvin, Hobbes, Locke, Burke, Marx and Nietzsche. **Recommended background:** POL 200.

**POL 325 Cases in Comparative Politics (4 cr. hrs.)**
Students explore the political system of a state or those of a region, or of a significant political dynamic. Examples: Politics of Russia, Politics of East Asia, democratization.

**POL 334 U.S. National Security Policy (4 cr. hrs.)**
Students examine the historical development of American grand strategy, as well as current debates and policy over what American foreign policy should be after the Cold War.

**POL 400 Senior Seminar (4 cr. hrs.)**
The senior seminar gives majors a forum in which to integrate the problems and topics that have informed their coursework in the department. The seminar combines empirical and theoretical approaches while addressing themes common to the four key subfields of political science: political theory, American politics, comparative politics, and international relations. Empirical and conceptual analysis will be pursued alongside ethical and spiritual questions of human conduct and destiny. The central topic of the course will vary.

**POL 431, 432 Directed Readings or Research (1-4 cr. hrs.)**
Students may pursue independent work under an agreed form of supervision by faculty. Individual or group research or reading on selected topics determined by student interest may be arranged. Results may be presented orally or in a short thesis.
or both. Personal conferences and/or group meetings will be arranged by agreement between students and faculty. This work may endure through two semesters. Consent of instructor required.

**POL 452 Senior Seminar (4 cr. hrs.)**
The capstone seminar for International Relations majors designed to integrate the interdisciplinary program. Topics vary; past topics have included “Realism and Anti-Realism” and “Just War and the Gulf War.” Political Science majors may enroll with the instructor’s consent.

**POL 472 Internship (2-6 cr. hrs.)**
Academic credit for internships in the political arena at the international, federal, state, or local level. This experience could be with a Senator or Representative, a state legislator, a nonprofit advocacy group, etc. Internships will usually be taken in the junior and senior years. Students will often have to complete research projects attached to the internship. Credit will be pass/fail only. Consent of instructor required.

**Special Programs**
- Institute for Comparative Political & Economic Systems at Georgetown University: Students take courses and an internship through the Fund for America Studies Program during the summer. See Prof. Gary Armstrong for particulars.
- Missouri Legislative Internship Program: Students intern at Missouri’s General Assembly in Jefferson City during the spring semester. See department chair for particulars.
- Washington Semester Program: Students take coursework and an internship through the Washington Semester Program, offered in cooperation with the American University in Washington, D.C. See department chair for particulars.
- United Nations Semester of Drew University is available to students. See department chair for particulars.
Pre-Professional Programs of Study

William Jewell College offers a number of pre-professional courses of study leading to programs at various graduate and professional schools. Admission to these programs at other institutions requires separate application procedures in addition to completion of the curriculum suggested below. Students interested in these programs of study should contact the chair of the appropriate William Jewell department.

Pre-Law
The Pre-Law Advising Program at William Jewell aims to assist students who seek admission to law school and a career in the law. Students interested in the legal profession must obtain admission to law schools after successfully taking the Law School Admissions Test (LSAT). Any student from any major may seek admission to law school. Most law schools strongly recommend taking a rigorous undergraduate program which builds skills in reading complex material and high quality writing.

The Pre-Law Program:
• hosts practice sessions for the LSAT;
• hosts sessions with Jewell legal alumni and others on preparing applications for law school, how to choose law schools, and how to succeed in law schools;
• provides advice and counsel about law school applications;
• provides advice about courses and experiences at William Jewell that help prepare students for law school.

For more information see Prof. Gary Armstrong, director of the Pre-Law Advising Program.

Pre-Medical Study
[leading to Allopathic Medicine (M.D.), Dentistry (D.D.S.), Optometry (O.D.), Osteopathic Medicine (D.O.), and Veterinary Medicine (D.V.M.)]

Students interested in the study of allopathic medicine, dentistry, optometry, osteopathic medicine, or veterinary medicine should consult with a member of the Pre-Medical Advisory Committee. The purpose of the committee is not only to help students prepare for graduate study in the health professions, but also to support the College’s official mission of providing a sound liberal arts education. The committee encourages students to take advantage of the opportunities available to them, not only on-campus but also off-campus. The challenge to the student is to become, as stated elsewhere in the catalog, “a thoughtful and self-disciplined person, responsive and sensitive to the needs of society.”

The Pre-Medical Advisory Program provides advising for student interested in preparing for doctoral work in the health professions. Students normally first apply for admission to the program in January of their second year of college. Following the receipt of the application, together with information about the student’s academic credentials, members of the Pre-Medical Advisory Committee will interview each student. Following the interviews of all applicants, member of the committee will meet and determine the most appropriate action to be taken on each student’s application. Admission to the program is an indication that the committee feels that the student is compiling an admirable record in academics, service, and leadership and has been able to demonstrate a determination to work toward a career as a professional in health care.

All students who are interested in the program are supplied information about their chosen career path and about alternatives. Only students who have been admitted to the program are offered a letter of recommendation sent under the auspices of the Pre-Medical Advisory Committee. The committee also provides these admitted students with mock interviews when the time approaches for interviews at the professional schools.

Students who expect to be admitted to a professional school must maintain a strong scholastic record. The general course requirements are as follows: chemistry, 16 to 20 semester hours; biology, 8 to 16 semester hours; physics, 8 semester hours; English, 6 to 10 semester hours; math, 4 to 8 semester hours. Students should consult catalogs for the schools.
that they expect to attend for more specific lists of prerequisites.

**Coordinated Programs in Medicine**

**Partners Program**

William Jewell College, in cooperation with the Kansas City University of Medicine and Biosciences (KCUMB) offers a seven-year coordinated program in medicine (three years at William Jewell and four years at KCUMB) leading to both the bachelor of arts and doctor of osteopathic medicine degrees. Participation in this Partners Program is competitive and is meant to recognize the academic potential of students pursuing a career in medicine. Students who are interested in this program should seek a BA degree in chemistry, biochemistry, or biology in order to be able, in three years, to meet the prerequisites for medical study while taking all courses needed to meet specific requirements for a degree from Jewell.

The pre-medical advisory committee, in cooperation with KCUMB, will select up to two students per year for this program. Interested students are required to participate in an application process during the beginning of the sophomore year. A competitive candidate must have a minimum ACT score of 26, and maintain a minimum overall college GPA of 3.25, with a minimum GPA of 3.5 in the sciences. The committee will also consider a student’s first-year academic performance, community service, college and high school activities, and knowledge of and dedication to the field of osteopathic medicine. The Medical College Admissions Test (MCAT) will not be required for admission through the Partners Program. In order to remain in the program, students must maintain an overall GPA of 3.25 and a science coursework GPA of 3.5. Failure to maintain such an average will result in the dismissal of the student from the program. Student selected for the Partners Program must complete a minimum of 90 semester hours of coursework at William Jewell College before matriculation KCUMB. Students will receive their bachelors’ degree from William Jewell College following the successful completion of their first year at KCUMB.

Students can pursue professional study at KCUMB after completing a biochemistry major at Jewell. All requirements of the major and the core curriculum must be completed while at William Jewell College, with the first year at KCUMB counting as elective credit toward the BA degree. The following course of study is suggested:

**First Year**

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<th>Fall Semester</th>
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<td>CHE 122</td>
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<td>CTI 100</td>
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<td>CTI 102</td>
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<td>CTI 104</td>
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**Sophomore**

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<th>Fall Semester</th>
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<td>BIO 233</td>
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<td>PHY 111</td>
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<th>Spring Semester</th>
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<td>BIO 234</td>
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<td>CHE 302</td>
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<td>PHY 112</td>
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<td>CHE 450</td>
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**Junior**

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<th>Fall Semester</th>
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<td>CHE 401</td>
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<td>BIO 321</td>
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<td>CTI</td>
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<td>LANG 114</td>
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<th>Spring Semester</th>
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<td>BIO 452</td>
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<td>CTI</td>
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<td>LANG 211</td>
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Students completing a chemistry major at Jewell can also pursue professional study at KCUMB. All requirements of the major and the core curriculum must be completed while at William Jewell College, with the first year at KCUMB counting as elective credit toward the BA degree.
Pre-Professional Programs of Study

degree. The following course of study is suggested:

**First Year**

**Fall Semester**
- CHE 122 General Chemistry II (4)
- CTI 100 The Responsible Self (4)
- CTI 102 Written Communication (4)
- CTI 104 Applied Calculus and Statistics (4)
- PED Activity course (1)

**Spring Semester**
- CHE 205 The Informed Chemist (1)
- CHE 206 Analytical Chemistry (4)
- CTI 101 The Responsible Speaker (4)
- MAT 200 Calculus II (4)
- CTI Level II course (4)

**Sophomore**

**Fall Semester**
- BIO 233 Cell and Molecular Biology (4)
- CHE 301 Organic Chemistry I (4)
- PHY 111 College Physics I (4)
- CTI Level II course (4)
- Research (optional) (1)

**Spring Semester**
- BIO 234 Genetics (4)
- CHE 302 Organic Chemistry II (4)
- PHY 112 College Physics II (4)
- CHE 450 Biochemistry (4)
- Research (optional) (1)

**Junior**

**Fall Semester**
- CHE 401 Physical Chemistry I (4)
- BIO Elective course (4)
- CTI Level II course (4)
- LANG 114 Foreign Language (4)
- CHE 405 Senior Seminar (1)
- Research (optional) (1)

**Spring Semester**
- CHE 406 Instrumental Chemistry (4)
- CTI Capstone (4)
- LANG 211 Foreign Language (4)
- PED Activity course (1)
- Research (optional) (1)

**Still Scholars**

**Pre-Osteopathic Program**

The Still Scholars Program is designed to provide admission opportunities to outstanding students of William Jewell College who have as their goal to become Doctors of Osteopathic Medicine. The program is conducted under the joint collaboration of William Jewell and A.T. Still University, Kirksville College of Osteopathic Medicine (ATSU/KCOM).

Under this program, William Jewell students apply to ATSU/KCOM at the end of their sophomore year. A maximum of two students will be awarded reserved admissions to KCOM at the beginning of their junior year at Jewell. Students complete their junior and senior years and earn a Bachelor's degree prior to matriculating at ATSU/KCOM. The advantage for those students accepted into the program is to have a reserved seat (without having to take the MCAT) in ATSU/KCOM's entering class upon graduation from Jewell. Still Scholars will be awarded an academic scholarship for A.T. Still University, Kirksville College of Osteopathic Medicine.

William Jewell students may enroll in any major, provided that the ATSU/KCOM entry requirements are met before graduation. Applications are available from the Pre-Medical Advisory Program at Jewell and must be submitted to the Pre-Medical Advisory Committee by April 1 of the sophomore year. Eligibility criteria for the program include a minimum 28 composite ACT score and a minimum GPA of 3.4 overall and 3.4 in the sciences.

Selection will be based upon fulfillment of all academic and course requirements, commitment to osteopathic medicine, community service/leadership positions held, and a successful interview at ATSU/KCOM. All prescribed courses in the baccalaureate program of the applicant's choice must be taken at William Jewell College. Any deviation from the required courses requires written approval from the William Jewell College Premedical Advisor and from ATSU/KCOM Admission. Participants must complete graduation requirements for William Jewell College in four years prior to matriculating to ATSU/KCOM. ATSU/KCOM reserves the right, at any time, to reject a student deemed unsuitable for the program. In addition, acceptance will be withdrawn if application is made to another medical/osteopathic school, or if academic, ethical, or moral violation occurs, or if a personal change in career choice is made.
Pre-Professional Programs of Study

Occupational Therapy
Students may apply to enter the three years plus two years (3-2) program in occupational therapy offered in conjunction with Washington University. Acceptance into the master’s program in occupational therapy is solely at the discretion of Washington University. If accepted into the program, completion of the following courses at Jewell leads to a BA degree with a psychology major from William Jewell after successful completion of the first year’s work at Washington University. (The student continues at Washington University and, upon successful completion of the program in occupational therapy, receives the MS degree from Washington University.) Students must complete a minimum of 12 hours of psychology at Jewell. Students may transfer into Jewell a maximum of 16 hours of the course work in the following list:

All of the following courses are required either by Washington University or William Jewell College.

CTI 100 The Responsible Self (4)
CTI 101 The Responsible Speaker (4)
CTI 102 Written Communication (4)
or CTI 120 Advanced Written Communication (4)
CTI 103 Math Model Building and Statistics (4)
or CTI 104 Applied Calculus and Statistics (4)
PED Activities classes (2)

Language: Proficiency in a foreign language at the intermediate level (4-12)

CTI Level II One class in each Level II category except “Power & Justice” (12)
CTI Capstone (4)

PSY 211 Basic Psychology (4)*
PSY 303 Abnormal Psychology (4)*
PSY 305 Developmental Psychology: Childhood (2)*
PSY 306 Developmental Psychology: Adolescence (2)*
PSY 320 Experimental Psychology I (4)*
BIO 134 Biological Diversity and Design (4)*
CHE 113 Fundamentals of General, Organic, and Biological Chemistry (5)*
BIO 250 Human Physiology (4)*
BIO 243 Human Anatomy or other 200+ level BIO Class (4)*
Electives (15-23)

*Grades of B- or better are required in prerequisite courses.

34 hours will be completed at Washington University during first year (includes 18 hours accepted for PSY major).

Prerequisite Proficiencies
- Medical terminology: A course in medial terminology or passing a medical terminology quiz during the first 6 weeks of your first semester at WU is required.
- Computer competency (word processing, spreadsheets, email) is expected
- CPR certification from the American Heart Association or American Red Cross is required.

Additional information
- Students must inform the 3-2 advisor (in the Psychology Department) of their intention to apply to the 3-2 program before the beginning of their junior year. For more information, contact the 3-2 advisor in the Psychology Department, or see http://ot.wustl.edu.

Physical Therapy
Students interested in pursuing a degree in physical therapy after graduation from William Jewell should consult with the pre-physical therapy advisor. The physical therapy requirements for physical therapy programs vary, but the advisor can assist in the selection of courses that meet the requirements of a specific school or in the selection of courses that meet a composite list of requirements derived from reviewing the requirements of many different schools. The general prerequisites are as follows:

General Chemistry I and II, General Biology, Human Anatomy, Human Physiology, Physics I and II, Psychology (usually 2 courses), Statistics, English, and Mathematics. Students should consult catalogs for the physical therapy schools that they expect to attend for more specific lists of prerequisites. Students can pursue any major, but a major in biology or psychology is recommended.

Engineering Programs – Dual Degree Options
William Jewell College is one of a limited number of liberal arts colleges that have entered into an agreement with Washington University in St. Louis for a “three-two” dual-degree program in engineering. After three years in residence at William Jewell College and two years at the
Washington University School of Engineering, the student can achieve both the BA degree from Jewell and the BS degree in engineering. William Jewell College also maintains similar 3-2 plans with Vanderbilt University, Columbia University in New York, and the University of Kansas (electrical engineering only). Typically, students receive a BA degree from William Jewell College as well as the engineering degree after completing the program at both schools. While in residence at Jewell, students should major in chemistry, mathematics, or physics, depending upon the type of engineering school in which they plan to complete their studies. Since the semester-hour load is heavy, students are advised to plan their work very closely with the official advisor for this specialized program. Generally, faculty members from the Physics Department serve as official advisors for each of the programs; therefore, students should contact that department for more information.

Pre-Engineering Program of Studies
For students intending to complete professional study at Washington University in St. Louis, Vanderbilt University, Columbia University in New York, or the University of Kansas, the following courses should be included for a physics major:

**First-Year**

**Fall Semester**
- PHY 213 General Physics (5)
- CTI 104 Applied Calculus and Statistics (4)
- CTI 100 The Responsible Self (4)
- CTI 101 The Responsible Speaker (4)

**Spring Semester**
- PHY 214 General Physics (5)
- MAT 200 Calculus II (4)
- CTI 102 Written Communication (4)
- CHE 121 General Chemistry I (4)

**Sophomore**

**Fall Semester**
- MAT 201 Calculus III (4)
- CTT 122 Foreign Language 114 (4)
- CTT 101 Level II course (4)
- CHE 122 General Chemistry II (4)
- PED Activity course (1)

**Spring Semester**
- PHY 332 Analytical Mechanics (Statics) (3)
  or PHY 318 Heat and Thermodynamics (3)*
- CTT 351 Research Experience (1)
- CTT 352 Activity course (1)
- CTT 317 Atomic and Nuclear Physics (3)*
- PHY 316 Atomic and Nuclear Physics Laboratory (1)*
- MAT 202 Differential Equations (4)
  or MAT 281 Applied Linear Algebra (4)
- CTT 317 Capstone course (4)

*These courses are taught every other year and may be taken in reverse order. Other courses to meet specific requirements of the various target schools should be worked out with the assistance of the faculty. Usually, an additional computer programming course is required.

For students who plan to enter an engineering program after three years of study at William Jewell and who would benefit from preparation emphasizing chemistry, the following type of program is suggested:

**First-Year**

**Fall Semester**
- CHE 122 General Chemistry II (4)
- CTT 104 Applied Calculus and Statistics (4)
- CTT 100 The Responsible Self (4)
- CTT 102 Written Communication (4)
- PED Activity course (1)

**Spring Semester**
- CHE 205 The Informed Chemist (1)
- CHE 206 Analytical Chemistry (4)
- MAT 200 Calculus II (4)
- CTT 101 The Responsible Speaker (4)
- CTT 102 Level II course (4)

**Sophomore**

**Fall Semester**
- CHE 301 Organic Chemistry I (4)
- PHY 213 General Physics (5)
- CTT 352 Level II course (4)
- Foreign Language 114 (4)
Pre-Professional Programs of Study

Spring Semester
CHE 302 Organic Chemistry II (4)
PHY 214 General Physics (5)
CTI Level II course (4)
Foreign language 211 (4)

Junior
Fall Semester
CHE 401 Physical Chemistry (4)
CHE 405 Senior Seminar (1)
MAT 201 Calculus III (4)
MAT 190 Introduction to Computer Science (4)
PED Activity course (1)

Spring Semester
CHE 406 Instrumental Analysis (4)*
MAT 281 Applied Linear Algebra (4)
CTI Capstone course (4)
Elective (4)

*This course is taught only every other spring. Other courses to meet specific requirements of the various target schools should be worked out with the assistance of the faculty. Usually, an additional computer programming course is required.

Duke University Cooperative College Program Leading to a M.S. in Environmental Management or Forestry

William Jewell College is a member of the Cooperative College (3-2) program at the Nicholas School for the Environment at Duke University. This program (hereafter referred to as the Duke 3-2 Program) allows for qualified William Jewell College students to attend 3 years at William Jewell and 2 years at Duke University and emerge with a BA degree from William Jewell College and a professional Masters degree in either Environmental Management or Forestry from Duke University. While there is no requirement for the student be enrolled in a particular undergraduate major, there are certain prerequisites for the program and the student must complete the requirements for their William Jewell College degree prior to matriculating at Duke. In order to qualify, students must communicate their intentions to the Department of Biology to enter into this track during their first year (preferably first semester) so the Program Advisor can adjust planning to insure that the student has completed all the course requirements for the student's major and has prepared adequately for the transition to graduate study.

Specific requirements of the program are listed below:

Program Prerequisites

- Natural or Social Science courses related to the student's area of interest
- College level course in Calculus* (required)
- College level course in Statistics* (required)

*Students must earn a grade of B- or better in each prerequisite course and earn college credit in order for it to count towards the prerequisite. Pass/Fail courses are not acceptable. Self-paced courses are also not acceptable.

- Undergraduate experience and training in professional Writing
- Each program requires additional courses or recommends additional preparation, for details visit: http://www.nicholas.duke.edu/programs/professional/prerequisites.html

Application Requirements

- Application deadline February 1
- Application for Admission and Personal Statement
- Application Fee (non refundable)
- A statement from the student's dean that he/she will be released from the undergraduate school to enroll in a 3-2 program.
- Three letters of recommendation. At least one letter should be from the official Cooperative College Program advisor for any application and a second should be from another member acquainted with the student's undergraduate career. If the student has had a significant amount of work experience related to his/her perspective graduate/professional studies, the third letter may be from an employer.
- Transcript from all colleges and universities attended
Pre-Professional Programs of Study

- Transcripts are required for all post high school level course work. If a student transferred from one undergraduate college to another, transcripts are needed for both institutions, even if the courses are listed on the transcript from the school institution.

- **Standardized Exams** – The GRE is required of all applicants. The TOEFL is required of applicants whose first language is not English except for those applicants currently attending an undergraduate institution in the USA.

- Resumé and/or CRV encouraged but not required

- To view detailed application information, visit [http://www.nicholas.duke.edu/programs/professional/apply.html](http://www.nicholas.duke.edu/programs/professional/apply.html)

Below is a prospective three-year plan for a student receiving a B.A. in Biology with William Jewell College followed by matriculation to Duke University. This does not imply that Biology is the preferred major; it is meant only for reference so that prospective students can envision what would be an expected trajectory William Jewell College in order to complete both programs.

**First Year 1**

- BIO 133 Evolution and Ecology (4)
- BIO 135 Intro to Biological Investigation (1)
- CTI 100 Responsible Self (4)
- CTI 104 Applied Calculus and Statistics (4)

**Spring Year 1**

- BIO 134 Biological Diversity and Design (4)
- CTI 102 Written Communication (4)
- CHE 121 General Chemistry I (4)
- PED Activity course (1)

**Fall Year 2**

- BIO 233 Cell and Molecular Biology (4)
- BIO 360 Senior Thesis (1)
- CHE 122 General Chemistry II (4)
- CTI 101 Responsible Speaker (4)
- CTI Level II course (4)

**Spring Year 2**

- BIO 234 Genetics (4)
- BIO 361 Senior Thesis (1)
- ENG 220 Business Writing (4)
- ECO 201 Principles of Microeconomics (3)
- CTI Level II course (4)

**Fall Year 3**

- BIO Two upper-level courses (8)
- BIO 460 Senior Thesis (1)
- CTI Level II course (4)
- BUS 318 Elem. Statistics for Business & Economics (4)

**Spring Year 3**

- BIO Two upper-level courses (8)
- BIO 461 Senior Thesis (1)
- CTI Capstone course (4)

Some tracks at Duke require Organic Chemistry, which adds a chemistry course, but those same tracks don’t require Microeconomics.

**Pre-Journalism**

See English and Communication sections of this catalog.

**Pre-Ministry Study**

See Christian-Related Vocations Program section of this catalog.

**Pre-Veterinary Medicine**

See page 146 of this catalog.
Psychology

Goals for Student Learning
Students who graduate with a major in psychology will have demonstrated:

- Familiarity with and the life application of the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology;
- Understanding and application of elemental research methods in psychology, including research design, data analysis, and interpretation;
- That they value empirical evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a science.

The department offers one major which leads to a Bachelor of Arts (BA) degree in psychology. The psychology major requires a minimum of 32 hours of course work, 24 of which comprise "the core." Students personalize the major by selecting eight or more hours of course work from any of the elective courses. A maximum of 40 hours of psychology courses may be applied toward graduation requirements. A grade of C- or higher is required in each course in the major. Students who earn a BS degree in conjunction with the first major may earn a second major in psychology by fulfilling the core requirements for the BS degree and all departmental requirements.

The Major
Introductory courses lay the groundwork for an understanding and overview of psychology's major areas. Higher numbered courses typically delve into one or two key areas introduced in the entry course. The Senior Seminar, a capstone course, returns to a unified and integrated perspective.

A number of psychology majors continue their education in graduate school, working toward a master's or doctoral degrees. To this end, the department strives to prepare students for the rigors of graduate study. The psychology curriculum strives to balance theoretical and practical dimensions by providing the opportunity for more specialized experiences through independent studies or internships. Students have the option of participating in a community mental health intervention program.

The Core
- PSY 211 Basic Psychology (4)
- PSY 317 Personality (4)
- PSY 320 Experimental Psychology I (4)
- PSY 321 Experimental Psychology II (4)
- PSY 322 History and Systems (4)
- PSY 422 Senior Seminar (4)

Course Descriptions

**PSY 211 Basic Psychology** (4 cr. hrs.)
An introduction to the major areas of the field; psychology is viewed as a biosocial science of behavior, and emphasis is placed on the scientific basis of our current understanding of behavior. This class is a prerequisite to all other courses in the department.

**PSY 214 Personal Adjustment** (2 cr. hrs.)
The intent of this 7-week course is to gain a greater understanding of challenges and threats to our effective functioning. The course explores options to manage and respond to these challenges without losing a sense of self-worth and personal control.

**PSY 303 Abnormal Psychology** (4 cr. hrs.)
A descriptive and explanatory study of the major behavior and personality disorders of both childhood and adulthood, including psychogenic, psychosomatic, and organic problems. Consideration is given to DSM diagnostic categories and therapeutic procedures. Fall semester.

**PSY 304 Social Psychology** (4 cr. hrs.)
A study of the influence of other people and of society collectively on selected aspects of an individual's behavior, thinking and personality; with
special attention to the dynamics of group behavior and social thought. Spring semester.

**PSY 305 Developmental Psychology: Childhood** *(2 cr. hrs.)*
Childhood is studied to understand how and why people change over time. The class typically spans from conception to age 12. A broad-based approach is taken in order to understand development. Issues include the biological, social and behavioral influences on development.

**PSY 306 Developmental Psychology: Adolescence** *(2 cr. hrs.)*
Adolescence is studied to understand how and why people change over time. The class typically spans from 13 to 22 years. A broad-based approach is taken in order to understand development. Issues include the biological, social and behavioral influences on development.

**PSY 307 Life Span Developmental Psychology** *(4 cr. hrs.)*
A broad-based approach is taken in order to understand human development across the life span, from conception to death. Issues studied include biological, social, and behavioral influences on development. A scientific approach is used in examining key past forces that shape the individual. (Students may not earn credit for 307 if they have taken 306.)

**PSY 308-309 Independent Studies** *(Junior and below)* *(1-4 cr. hrs.)*

**PSY 312 Physiological Psychology** *(4 cr. hrs.)*
A study of the biological foundations of behavior: the neural and glandular structures and functions, the sensory and motor equipment, and their significance for a psychological understanding of behavior. Psychopharmacology is discussed as it relates to drug effects on the neuron. Disorders that have a neurological (e.g., progressive supranuclear palsy) or developmental (e.g., agenesis of the corpus callosum) are discussed. Offered fall semester, even numbered years.

**PSY 317 Personality** *(4 cr. hrs.)*
The course investigates major contemporary theories of personality and its formation. Different viewpoints about the nature and functioning of personality are compared and evaluated. The concept of personality is related to such major issues of human nature as determinism vs. free will, rationality, hedonism and unconscious mechanisms. Spring semester.

**PSY 318 Tests and Measurements** *(4 cr. hrs.)*
A survey of the major principles, concepts and instruments employed in psychological assessment, diagnosis and counseling, with special attention to reliability, validity, and construction of tests, and interpretation of results. Offered based upon student demand and faculty availability.

**PSY 319 Introduction to the Principles of Behavior Modification** *(2 cr. hrs.)*
An introduction to theory, research and practice in behavior modification. It is intended that this course will function not only to familiarize the student with the field, but that it will assist in further reading and research. While the emphasis is “academic,” the clinical and applied considerations will be an integral part of the course. Offered based upon student demand and faculty availability.

**PSY 320 Experimental Psychology I** *(4 cr. hrs.)*
An introduction to the experimental methods, statistical analysis and procedures used in psychological research. Students participate in experiments, collecting data, analyzing data through statistics and writing results in APA style. Lecture and laboratory. Required for psychology majors. Normally taken fall semester of sophomore or junior year.

**PSY 321 Experimental Psychology II** *(4 cr. hrs.)*
In-depth treatment of hypothesis testing, research design, data analysis, and sampling. Emphasis on application of scientific reasoning. Students conduct an empirical study from design through data collection, analysis, and reporting. Required of majors. Normally taken spring semester of sophomore or junior year. **Prerequisite:** PSY 320.

**PSY 322 History and Systems** *(4 cr. hrs.)*
The rise and growth of modern psychology in its contemporary expressions. Attention is given to origins, major developments, and ongoing trends in psychological thought. The role of psychological thought in individual and societal change is considered. Required of majors. Normally taken fall semester senior year. **Prerequisites:** PSY 320, 321, 317.

**PSY 400 Clinical Psychology** *(4 cr. hrs.)*
Exploration of clinical psychology as a profession with inquiry into professional relationships and organizations. Psychotherapeutic treatment of
behavioral disorders, an introduction to psychological testing, recording of progress notes/reports, and legal/forensic issues are explored. Spring semester. Prerequisites: PSY 303 and two other PSY courses OR permission of instructor.

PSY 408-409 Independent Projects for Seniors (1-4 cr. hrs.)

PSY 411 Contemporary Issues in Psychology (2 or 4 cr. hrs.)
This course is designed as a seminar approach for current topics of importance to psychologists. The content of the course is determined by student interests and areas of expertise of the faculty. Typically, students prepare cases or papers, and review current readings and books relevant to the course. Two-hour classes run half the semester; four-hour courses last the entire semester. Offerings are based on student demand and faculty availability.

PSY 421 Seminar (1-4 cr. hrs.)
Topics to be announced, prior to registration, in special interest areas not justifying a regularly scheduled course. Enrollment by permission of department only.

PSY 422 Senior Seminar (4 cr. hrs.)
This class is designed to be an integrative experience for the entire curriculum. Topics that are examined enable the student to see connecting links among the various areas of psychological study. The course also uses an interdisciplinary approach to reveal the relationship of psychology to other academic disciplines. Required of all majors. Taken spring semester of senior year. Prerequisites: PSY320, 321, 317, 322.
The Major

Religion

Students are encouraged not to take higher-level courses until they have completed courses in the previous level. CTI 100, The Responsible Self (4), or permission of the instructor, is a prerequisite for all intermediate and advanced religion courses. For non-majors, completion of a “Sacred and Secular” course or permission of the instructor is a prerequisite for taking intermediate and advanced religion courses. During the senior year, students will complete a senior project as part of the advanced capstone course. This capstone experience will be completed by a satisfactory oral presentation of the project to the Religion faculty and Religion majors. Students majoring in religion will take at least 32 hours of religion courses drawn from the following core of courses:

**Required Courses**

- REL 110 Introduction to the Bible (4)
- REL 170 Introduction to Religion (4)

- REL 235 History and Methods of Biblical Interpretation (4)
- REL 241 Classic Christian Traditions (4)
- REL 272 Judaism, Christianity, and Islam (4)
- REL 310 Biblical Themes (4)
- REL 340 Contemporary Christian Thinkers (4) or REL 370 American Religious Movements (4)
- REL 470 Capstone: Religion and Spirituality in an Age of Science (4)

Students fulfilling requirements through overseas study must get prior approval from the department chair.

The Minors

Christian Tradition and Thought

This program of study offers students an opportunity to explore various aspects of Christian tradition, including the study of the Bible, its history and methods of interpretation, essential features of Christian thought and practice, and the study of significant contemporary Christian theologians. A total of...
16 hours is required. Students fulfilling requirements through overseas study must get prior approval from the department chair.

**Required Courses**

REL 110 Introduction to the Bible (4)  
REL 340 Contemporary Christian Thinkers (4)  
or REL 370 American Religious Movements (4)  
(REL 340/370 should be taken after completion of the Designated Electives)

**Designated Electives** (select two of the following)

REL 235 History and Methods of Biblical Interpretation (4)  
REL 241 Classic Christian Traditions (4)  
REL 272 Judaism, Christianity, and Islam (4)

**Biblical Studies**

This minor allows students the opportunity to engage in a careful, critical study of the Bible. Students will get an overview of the Bible, engage in a study of the history and methods of biblical interpretation, and take two courses that offer an in-depth exploration of selected biblical themes. A total of 16 hours is required. Students fulfilling requirements through overseas study must get prior approval from the department chair.

**Required Courses**

REL 110 Introduction to the Bible (4)  
REL 235 History and Methods of Biblical Interpretation (4)  
REL 310 Biblical Themes (8)  
Students will take two different biblical themes courses.

**Course Descriptions**

**REL 110 Introduction to the Bible** (4 cr. hrs.)

This course is an introductory reading of portions of the Bible selected to provide the student with a basic understanding of the historical, theological, and literary impulses that contributed to its origins and shape its meaning today. Fall semester (Spring semester on occasion).

**REL 170 Introduction to Religion** (4 cr. hrs.)

Through the study of significant shapers of modern religious studies, students explore how human communities create and maintain worlds of meaning in response to experiences of the sacred. The ongoing significance of religion in a modern context, influenced by skepticism and scientific naturalism, is given focused attention. Offered every spring. Cross-listed as CTI 238. It is recommended that students enrolling in this course be eligible to take Level-II CTI courses.

**REL 235 History and Methods of Biblical Interpretation** (4 cr. hrs.)

This course examines the history of biblical interpretation, beginning with Jewish interpretations of biblical traditions and culminating with modern and postmodern approaches to interpreting the Bible as a historical, literary, and theological text. Prerequisite for majors and minors: REL 110. Offered every fall. Cross-listed as CTI 240. It is recommended that students enrolling in this course be eligible to take Level-II CTI courses.

**REL 241 Classic Christian Traditions** (4 cr. hrs.)

This course provides an introduction to Christian doctrine and historical theology with significant emphasis on primary theological texts. Prerequisite for majors and minors: REL 110. Offered every spring. Cross-listed as CTI 237. It is recommended that students enrolling in this course be eligible to take Level-II CTI courses.

**REL 272 Judaism, Christianity, and Islam** (4 cr. hrs.)

This course examines separately the historical development of Judaism, Christianity, and Islam and then moves to historical and contemporary comparisons among these three great monotheistic religions. The study also explores the significant instances of intellectual and textual cross-fertilization that have shaped the development of these religions. Visits to representative places of worship will be part of the learning experience. Prerequisites: REL 110, 170 for majors; 110 for minors. Offered every spring. Cross-listed as CTI 239. It is recommended that students enrolling in this course be eligible to take Level-II CTI courses.

**REL 310 Biblical Themes** (4 cr. hrs. ea.)

These courses explore key, selected themes of the Bible, investigating the historical emergence and development of such themes within the Bible, as well as the ongoing theological relevance and significance for contemporary thought. Students may repeat the course for credit with the Chair’s permission. Permission requires that the themes explored in courses are different. Prerequisites: 100 and 200 level core religion courses for majors. Generally fall semester.
REL 325 History of the Baptists (2 cr. hrs.)
A study of Baptist history noting particularly the
development in England and America. Doctrine,
polity, organization and denominational crises will
be studied. It is recommended that the student
already have taken either a beginning history
course (HIS 103 or 104) or REL 110 or 170. On
demand, contingent on availability of instructor.
Also listed as HIS 325.

REL 340 Contemporary Christian Thinkers (4 cr. hrs.)
This course introduces students to the thought of
leading Christian theologians in the twentieth and
twenty-first centuries and the theological
movements of which they are a part. Students will
examine primary texts and will use secondary
materials to delve into relationships between
theological discourse and the historical/public
sphere. By exploring questions of God, humanity,
and faith, students will critically examine the
intellectual legacies of these contemporary
theologians. Prerequisites: 100 and 200 level core
courses for majors and minors. Offered spring
semester of odd years.

REL 341 Christianity in Non-Western Cultures (2 cr. hrs.)
Introduction to the origins and development of
Christianity in cultures outside Europe and North
America, usually focusing on one or two areas of
the world, e.g., East Asia, Central America, West
Africa, the Middle East. Usually taught by the
missionary-in-residence.

REL 344 The Church and Its Hymnody (4 cr. hrs.)
See course description for Music 344. It is
recommended that students enrolling in this course
be eligible to take Level-II CTI courses.

REL 370 American Religious Movements (4 cr. hrs.)
This course seeks to examine movements within
American religion with the intention of making
students aware of the impact religion has had on our
history and our culture. Students will investigate a
variety of religious traditions representative of the
diversity of religious expression present in America and
will gain understanding of how America developed as
a religiously pluralistic society. Prerequisite: 100 and
200 level core courses for majors. Offered spring of
even years, beginning in 2010.

REL 455 Independent Studies (1-4 cr. hrs.)
Independent studies in a selected area according to
the interest and ability of the student, including a
teaching practicum. May be accomplished in an off-
campus project or honors program with prior approval
of the department. A formal written summary of the
project findings will be submitted.

REL 470. Capstone: Religion and Spirituality in an Age of Science (4 cr. hrs.)
This course revisits some of the themes and ideas of
the introductory course, REL 170, Introduction to
Religion, by examining in greater detail the complex
challenges of living out vital and meaningful religious
claims with a contemporary worldview that is defined
by scientific materialism. Students examine from the
perspectives of traditional evangelicalism, progressive
evangelicalism, and process theology critical doctrinal
affirmations of creation, incarnation, and the Holy Spirit,
along with accompanying religious and scientific
assumptions about human nature and human
spiritual development. Prerequisites: 100 and 200 level
core courses for majors. Spring semester.
Science and Technology Management

Goals for Student Learning
Graduates of William Jewell College with a major in science and technology management:

• Develop a basic understanding of scientific principles, facts, and concepts.
• Are literate about the scientific area of emphasis.
• Develop expertise in the methodologies of the laboratory.
• Think critically and creatively as scientists.
• Rediscover and develop innate scientific curiosity.
• Are proficient in the analysis, interpretation, and presentation of statistical data.
• Understand fundamental economic concepts.
• Are proficient in the measurement of financial information.
• Understand the functions of business and management and the legal environment in which they operate.
• Have a basic grasp of financial principles.
• Understand the management of human behavior in the business operation.
• Internalize the ethical and social responsibilities involved in business and science.

The major leads to a Bachelor of Arts (BA) degree. Students must choose an area of emphasis from biology, chemistry, or physics.

The Major
Science and Technology Management
A grade of C- or higher is required in each course in the major. Students working toward a major in science and technology management who transfer credit from other institutions must satisfactorily complete in residence a minimum of 12 hours of the required courses in business and a minimum of 12 hours of the required courses in science. Courses in science that are more than ten years old will not normally be counted toward the major. Students majoring in science and technology management must complete all requirements for the BA degree.

Graduates are prepared for employment in sales and marketing in high-technology industries. Students in this program gain the knowledge and experience needed to understand the manufacture and operation of high-technology products. In addition, they have skills in marketing and organizational behavior that are necessary to operate successfully in the world of business. This proficiency in science and business, when combined with abilities in communication and leadership that are developed through a liberal-arts education, provide the background needed to progress to management-level positions. Students interested in certain health-care professions may also find this major (with an emphasis in biology or chemistry) to be especially appealing, since it combines some of the scientific prerequisites for professional school with knowledge and practical skills in business that will be useful in the profession.

A student is not permitted to major in science and technology management and to have a separate major in business or to have a separate major in the area of science that is emphasized within this program.

Required Courses
[required of all students in the major]
ACC 211 Fundamentals of Financial Accounting (4)
ACC 341 Cost Accounting I (4)
BUS 201 Organization and Management (3)
BUS 231 Business Law I (3)
BUS 266 Business Information Systems I (2)
BUS 267 Business Information Systems II (2)
BUS 302 Organizational Behavior (3)
BUS 305 Principles of Marketing (3)
BUS 315 Financial Management (3)
BUS 406 Business Problems and Policies (3)
ECO 201 Principles of Microeconomics (3)
ECO 202 Principles of Macroeconomics (3)

Students must choose an area of emphasis in a single area of science.

The emphasis in biology has the following requirements:

BIO 133 Evolution and Ecology (4)
BIO 135 Introduction to Biological Investigation (1)
BIO 233 Cell and Molecular Biology (4)
BIO 234 Genetics (4)
BIO Elective at the 300-400 level (4)
CHE 122 General Chemistry II (4)
CHE 301 Organic Chemistry I (4)
PHY 111 College Physics I (4)
or PHY 213 General Physics I (5)
BIO/CHE/PHY Elective at the 300-400 level (4)

The emphasis in chemistry has the following requirements:

CHE 122 General Chemistry II (4)
CHE 205 The Informed Chemist (1)
CHE 206 Analytical Chemistry (4)
CHE 301 Organic Chemistry I (4)
CHE 302 Organic Chemistry II (4)
CHE 401 Physical Chemistry I (4)
or CHE 404 Advanced Inorganic Chemistry (4)
or CHE 406 Instrumental Analysis (4)
or CHE 450 Biochemistry (4)
MAT 200 Calculus II (4)
PHY 111-112 or PHY 213-214 (8 -10)

The emphasis in physics has the following requirements:

PHY 213 General Physics I (5)
PHY 214 General Physics II (5)
PHY 316 Atomic and Nuclear Physics (3)
PHY 317 Atomic and Nuclear Physics Laboratory (1)
PHY 346 Advanced Modern Physics (4)
PHY Electives at the 300-400 level (6)
MAT 200 Calculus II (4)
MAT 201 Calculus III (4)

Refer to the Business and Leadership, Biology, Chemistry, and Physics sections of this catalog for descriptions of individual courses.
SVL 101 Meeting Human Needs and Alleviating Suffering (2 cr. hrs.)
This course examines a variety of human and social conditions that disrupt healthy, joyful, meaningful, and satisfying lives. Various community-based services will be explored to better understand their strategies and impact on meeting human needs. Special attention will be given to career and volunteer opportunities in the nonprofit sector of society. Each student is required to complete 15 hours of community service during the semester. This course will satisfy a number of American Humanics competencies.

SVL 201 Strategies and Resources for Meeting Human Needs (2 cr. hrs.)
A variety of strategies and resources will be examined about helping people who experience heightened need and injustice. Special attention will be given to various perspectives about service through the study of nonprofit organizations (Habitat for Humanity), individual service models (Martin Luther King, Jr. and Dorothy Day), and students’ individual strengths and resources. Each student is required to complete 30 hours of community service during the semester. Prerequisite: SVL 101 or permission of the instructor.

SVL 301 Service Learning Internship (2 cr. hrs.)
This internship allows students to become engaged in community service pertaining to a social concern of their own choice. Interns will work directly for a minimum of 80 clock hours with a nonprofit agency or organization toward fulfilling defined learning competencies. Internships may also include certain overseas or domestic service learning trips. Students need to make appropriate arrangements to set up the internship the semester prior to beginning. This course will emphasize reflecting, reading and writing about the internship experience. Prerequisites: SVL 101, 201 or permission of the instructor.

Service Learning Program

Service Learning Program

Director: Andrew Pratt, Dean of the Chapel

Service-learning is not only service to the community, but it also includes a learning component so that specific coursework is incorporated into the service and supplemented with ongoing reflection. The purpose of service-learning is to give students the opportunity to apply their skills and coursework while providing a meaningful service to the local community and meeting course objectives.

The Service-Learning Program is a series of electives open to all students designed to encourage students to learn and develop through active involvement in organized community service. In each course students encounter human needs, analyze the conditions creating problematic situations, perform actual service, and evaluate the service activity. In addition, the service-learning experiences provide students with opportunities to use newly acquired knowledge and skill in real life situations. Students interested in discussing and better understanding human needs and suffering through a variety of service opportunities, programs, and ministries are encouraged to take service-learning classes. Service-learning involves serving, reading, reflection, and writing. Students completing the three courses listed below receive the Service-Learning Certificate. (A student may substitute two CTI level II classes with a service-learning component for SVL 201.)

Information about the program is available on the College website (www.jewell.edu).
College Personnel

Faculty

Date after name indicates year of first appointment.

Department of Art


Department of Biology

Tara J. Allen, 2000, Dr. Burnell Landers Associate Professor of Biology and Chair. B.S., 1996, University of Evansville; Ph.D., 2000, University of Kansas.


Jennifer M. Moody-Weis, 2007, Assistant Professor of Biology. B.A., 1995, Drury University; M.S., 2000, Missouri State University; Ph.D., 2006, University of Kansas.

Wei Wu, 2007, Assistant Professor of Biology. B.Sc., 1997, Tsinghua University; Ph.D., 2003, University of Alberta.

Department of Business and Leadership

Linda J. Bell, 1985, Professor of Accounting. B.S., 1979, Fort Hays State University; M.B.A., 1984, University of Missouri-Columbia; C.P.A., Missouri, 1983.


Elizabeth R. Hoyt, 1981, Assistant Professor of Business Administration. B.S., 1975, Northwestern University; M.B.A., 1979, University of Wisconsin.


Kevin W. Shaffstall, 2001, Assistant Professor and Director of the Pryor Leadership Studies Program. B.S., 1986, Kansas State University; M.A., 1996, Webster University.

J. Gregg Whittaker, 1999, Associate Professor of Business Administration. B.S., 1981, Colorado State University; M.S., 1983, Ph.D., 1988, University of Wisconsin.

Department of Chemistry

Anne C. Dema, 1993, Professor of Chemistry; Vice President for Institutional Effectiveness and Chief of Staff. B.S., 1987, Pittsburg State University; Ph.D., 1991, Vanderbilt University.

Edwin H. Lane, 1980, Professor of Chemistry and Chair. B.S., 1972, Ph.D., 1977, University of Oklahoma.

Jason A. Morrill, 2004, Assistant Professor of Chemistry. B.S., 1996, Central Missouri State University; Ph.D., 2001, University of Missouri-Kansas City.


Department of Communication


Lois Anne Harris, 1979, Professor of Communication; Director of Fellowships Advising; Director of Hilltop Monitor. B.A., 1968, Carson-Newman College; M.S., 1970, Ph.D., 1974, Southern Illinois University.

Gina E. Lane, 1985, Professor of Communication and Chair; Debate Coach. B.S., 1981, Northwest Missouri State University; M.A., 1982, University of Arkansas; Ph.D., 1995, University of Kansas.


Department of Education


Department of English


Department of History


Jane F. Woodruff, 1997, Professor of History and Languages. B.S., 1971, Southwest Missouri State University; M.A., 1973, University of South Dakota; Ph.D., 1987, University of Nebraska.

Department of Languages


College Personnel

Jane F. Woodruff, 1997, Professor of History and Classical Languages. B.S., 1971, Southwest Missouri State University; M.A., 1973, University of South Dakota; Ph.D., 1987, University of Nebraska.

Library Faculty

Cheryl A. Couch-Thomas, 1997, Assistant Professor; Collection Management Librarian. B.A., 1983, Austin College; M.S., 1988, University of North Texas.


Department of Music


Phillip W. Schaefer, 1976, Assistant Professor of Music; Director of Instrumental Activities. B.A., 1968, University of Northern Iowa; M.S., 1976, University of Illinois.


Department of Nursing


Leesa A. McBroom, 2003, Assistant Professor of Nursing. B.S.N., 1994, Dominican University of San Rafael; M.S.N., 1998, University of Missouri-Kansas City.

Vicki L. Meek, 1993, Assistant Professor of Nursing and Chair. B.S.N., 1982, Northern Illinois University; M.S., 1993, University of Kansas.


Department of Philosophy


Department of Physical Education


Larry R. Holley II, 1979, Assistant Professor of Physical Education; Head Basketball Coach. A.B., 1967, William Jewell College; M.Ed., 1968, University of Missouri.

Fran H. Schwenk, 2005, Instructor of Physical Education; Assistant Athletic Director; Head Football Coach. B.S., 1969, M.S., 1972, Northwest Missouri State University.


Department of Physics and Mathematics


Patrick H. Bunton, 2000, Professor of Physics; Chair of Department of Physics and Mathematics. B.A., 1984, East Tennessee State University; M.S., 1987, Ph.D., 1990, Vanderbilt University.


Department of Political Science


Department of Psychology

C. Ray Owens, 1983, Professor of Psychology and Chair. B.S., 1975, Houston Baptist University; M.A., 1977, University of Houston at Clear Lake City; Ph.D., 1985, Utah State University.


Robert D. Troutwine, 1980, Professor of Psychology. B.S., 1976, Southwest Missouri State University; M.S., 1979, Ph.D., 1980, Tulane University.

Department of Religion

J. Bradley Chance, 1982, Professor of Religion and Chair; Director of Academic Advising. A.B., 1975, University of North Carolina; M.Div., 1978, Southeastern Baptist Theological Seminary; Ph.D., 1984, Duke University.


Officers of the College 2009-2011

Anne C. Dema, 1993, Vice President for Institutional Effectiveness and Chief of Staff. B.S., 1987, Pittsburg State University; Ph.D., 1991, Vanderbilt University.


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Norwell, Massachusetts

Advisory Trustee

E. Bruce Heilman
Richmond, Virginia
## William Jewell College Two-Year Planning Calendar

### First Semester 2009-2010

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<td>Faculty/Admin. Workshops</td>
<td>Aug. 26 (W)</td>
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<tr>
<td>Residence Halls Open</td>
<td>Aug. 28 (F)</td>
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<tr>
<td>New Student Orientation</td>
<td>Aug. 28-30 (F-Su)</td>
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<tr>
<td>Classes Begin</td>
<td>Aug. 31 (M)</td>
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<tr>
<td>Last Day to Register/Add Classes</td>
<td>Sept. 4 (F)</td>
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<td>Opening Convocation</td>
<td>Sept. 9 (W)</td>
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<td>Homecoming</td>
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<td>End of First Seven Weeks</td>
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<td>Fall Break</td>
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<tr>
<td>Begin Second Seven Weeks</td>
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<td>Thanksgiving Break</td>
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<td>Classes Resume</td>
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<td>Interterm</td>
<td>Jan. 4-15 (M-F)</td>
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### Second Semester 2009-2010

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
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<tr>
<td>Residence Halls Open (2:00 pm)</td>
<td>Jan. 18 (M)</td>
</tr>
<tr>
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<td>Jan. 20 (W)</td>
</tr>
<tr>
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<td>Jan. 26 (T)</td>
</tr>
<tr>
<td>End of First Seven Weeks</td>
<td>Mar. 9 (T)</td>
</tr>
<tr>
<td>Begin Second Seven Weeks</td>
<td>Mar. 10 (W)</td>
</tr>
<tr>
<td>Achievement Day</td>
<td>TBA</td>
</tr>
<tr>
<td>Spring Break</td>
<td>Mar. 13-21 (Sa-Su)</td>
</tr>
<tr>
<td>Classes Resume</td>
<td>Mar. 22 (M)</td>
</tr>
<tr>
<td>Good Friday (Campus closed)</td>
<td>Apr. 2 (F)</td>
</tr>
<tr>
<td>Easter Monday (No classes)</td>
<td>Apr. 5 (M)</td>
</tr>
<tr>
<td>Undergraduate Colloquium Day and Honors Convocation (No classes)</td>
<td>Apr. 23 (F)*</td>
</tr>
<tr>
<td>Family Weekend</td>
<td>Apr. 24 (Sa)</td>
</tr>
<tr>
<td>Last Day of Spring Semester Classes</td>
<td>May 7 (F)</td>
</tr>
<tr>
<td>Finals Preparation Day (No Classes)</td>
<td>May 10 (M)</td>
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<tr>
<td>Final Examinations</td>
<td>May 11-14 (T-F)</td>
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<tr>
<td>Baccalaureate/Commencement</td>
<td>May 15 (Sa)</td>
</tr>
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<table>
<thead>
<tr>
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<td>End of First Seven Weeks</td>
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<tr>
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<td>Oct. 16-19 (Sa-T)</td>
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<tr>
<td>Begin Second Seven Weeks</td>
<td>Oct. 20 (W)</td>
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<tr>
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<tr>
<td>Classes Resume</td>
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<tr>
<td>Last Day of Fall Semester Classes</td>
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<td>Final Examinations</td>
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</tr>
<tr>
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<td>Jan. 3-14 (M-F)</td>
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### Second Semester 2010-2011

<table>
<thead>
<tr>
<th>Event</th>
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<tbody>
<tr>
<td>Residence Halls Open (2:00 pm)</td>
<td>Jan. 17 (M)</td>
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<tr>
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<td>Mar. 8 (T)</td>
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<tr>
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<td>Mar. 9 (W)</td>
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<td>Achievement Day</td>
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<td>Mar. 12-20 (Sa-Su)</td>
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<td>Classes Resume</td>
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<td>Apr. 15 (F)*</td>
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<tr>
<td>Family Weekend</td>
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*Previous Thursday classes will follow a Friday class schedule.

**NOTE:** The 2010-2011 dates are tentative as of the printing of this catalog.
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M=Monday  
T=Tuesday  
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Our Mission

William Jewell College promises students an outstanding liberal arts education that cultivates leadership, service, and spiritual growth within a community inspired by Christian ideals and committed to open, rigorous intellectual pursuits.