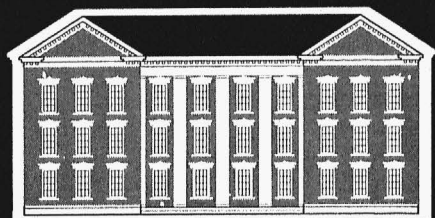


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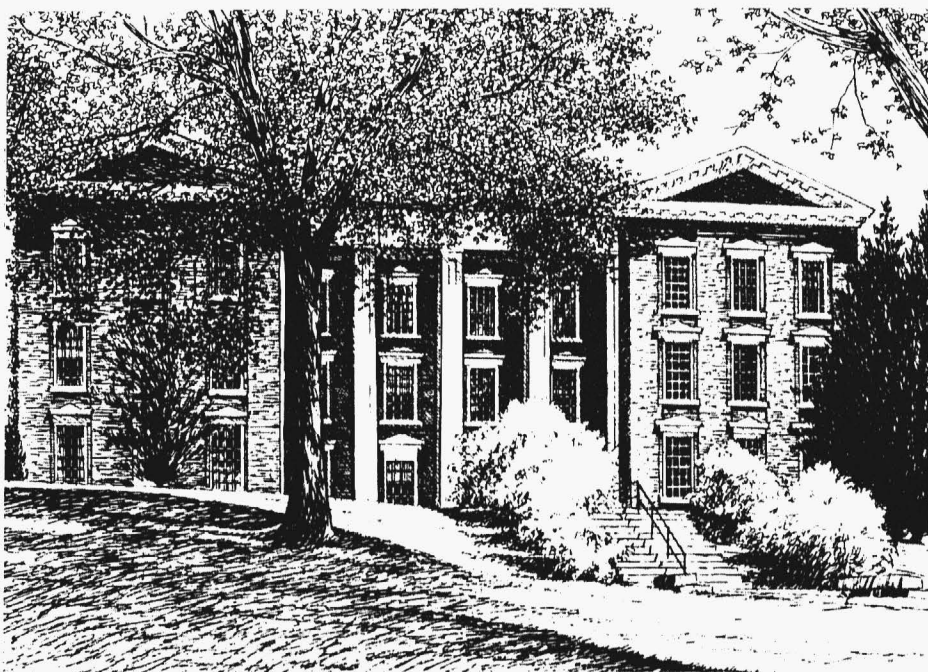
LEADERSHIP
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C A T A L O G

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William Jewell College

500 College Hill, Liberty, Missouri 64068-1896
(816) 781-7700



THE
LEADERSHIP
COLLEGE

EQUAL OPPORTUNITY

William Jewell College is a private and independent institution affiliated with the Missouri Baptist Convention and American Baptist Churches in the U.S.A. William Jewell College does not discriminate on the basis of race, color, age, religion, sex, national origin or physical handicap in its educational programs, activities or employment policies, in accordance with federal, state and local laws.

ACCREDITATION

William Jewell College is accredited by the North Central Association of Colleges and Schools. 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 National League for Nursing.

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Welcome to William Jewell College.

As a new or returning student, you are preparing to embark or are continuing on your journey of exploration into the boundless possibilities of the human experience. The information on the following pages provides you with a kind of road map, a few benchmarks, that will guide you along the way.

But your William Jewell College experience is more than just a destination with a road marker labeled "Commencement." The real value of your experience here lies in the roads you travel to that destination.

To acquaint you with your surroundings, William Jewell was founded by the Baptists of Missouri in 1849 and named in honor of Dr. William Jewell, frontier statesman, physician, and benefactor. William Jewell College was the first four-year men's college west of the Mississippi. The college became co-educational in 1921.

Located in Liberty, Missouri, a friendly town of about 20,000 people, William Jewell's main campus consists of 106 wooded acres perched atop rolling hills northeast of downtown Kansas City. Students at William Jewell enjoy the best of two worlds—a scenic campus,

ideal for quiet study and contemplation, along with the energizing presence of a vital city just 15 minutes away.

With its historic red brick buildings, towering white columns, and beautifully landscaped grounds, the William Jewell campus has earned its reputation as one of the nation's most beautiful. The ivy-covered walls themselves have a storied history (the commanding Jewell Hall actually predates the Civil War), and your involvement in campus life, both inside and outside the classroom, adds another chapter to a college already rich in tradition.

William Jewell is primarily a residential college. An important part of your college experience is the friendships you will establish and the support systems you will forge as part of a total living/learning process. William Jewell is a Christian institution open to all qualified men and women. Racial and philosophical differences enrich the college community by creating an interplay of ideas and different points of view.

The mission of William Jewell College is:

To provide a sound liberal arts education of superior quality.

As a respected institution of higher learning, William Jewell College endeavors to provide a breadth of stimulating, intellectual experiences which challenge the individual to become a thoughtful and self-disciplined person, responsive and sensitive to the needs of

WJ



society. The college views the liberal arts and sciences as the foundation for sound professional and preprofessional preparation, while focusing upon the individual as a significant agent for change and for improvement in the human condition.

To provide unique and significant educational, cultural and social services to the broader communities of Liberty, Kansas City, and the world at large.

As an institution supportive of public service to the community at large, the college upholds its unique commitment to exceptional cultural and educational opportunities. Programs are offered to contribute in the intellectual, emotional, spiritual, cultural, social and physical development of individuals as the college seeks to operate as a positive agent of change both on campus and in the larger community.

To be an institution loyal to the ideals of Christ, demonstrating a Christian philosophy for the whole of life and expressing the Missouri Baptist heritage which is the foundation of the college.

As a community in which the Christian commitment of the members exemplifies the compatibility of sound scholarship and the Christian faith in daily life, the college challenges the individual to embrace a value system advocating caring relationships and social concern. Founded in 1849 by the Baptists of Missouri, William Jewell College is an independent, church-related institution which emphasizes the finest of its Baptist heritage, and seeks new methods of communicating the Christian faith to each generation. As the steward of substantial denominational resources, the college is committed to the preparation of students entering church-related vocations, as well as students destined to be lay leaders in the denomination.

Your journey has begun. We challenge you to make the most of the opportunities that lie ahead. For in facing the challenges of the present, you are following a path that extends to the limitless horizons of your future.





STUDENT INFORMATION

William Jewell College encourages applications from students who are serious about enrolling in a co-educational liberal arts college, and who have given indication in their secondary school experience that they are sufficiently mature to profit from and contribute to the college. Admission to William Jewell College is on a selective basis. Owing to the limited number of spaces in the freshman class, students are encouraged to apply for admission early in their senior year of high school.

Requirements for Admission

The Admission Committee considers the following factors in admitting students to the college:

- Class standing in the upper half of the graduating class;
- Scores from the SAT or ACT;
- Recommendation by the high school counselor or principal.

The college strongly recommends that graduates from accredited high schools have 16 units of high school credit according to the following:

- 4 units of English. One may be in speech or debate; two must emphasize composition or writing skills.
- 3 units of mathematics. Algebra I and higher units must be used for the requirement.
- 2 units of science. General science is not included; one unit must be a laboratory science.
- 2 units of social studies.
- 2 units of a foreign language.
- 3 additional units selected from foreign language, English, mathematics (Algebra I and higher), science or social studies.

Admission is open to all students meeting these standards regardless of race, religion, creed or national origin.

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 and living at William Jewell.

The college recognizes credits earned through the International Baccalaureate program, to be allocated at the individual department's prerogative.

Early Admission

High school students demonstrating exceptional academic ability may take eight credit hours during the summer session following their junior year. Following graduation and enrollment in William Jewell, the credit will be recorded on the official college transcript. Students attending William Jewell the summers following their junior and senior years in high school may enter college in September with 16 semester hours of college credit already earned.

Transfer Students

William Jewell College welcomes transfer students from two- and four-year colleges. Students should be aware that actual degree requirements vary from institution to institution. If considering a transfer to William Jewell, the student should examine the academic program requirements early in the college experience to begin making transfer plans in advance.

In order to be considered for admission to the college, transfer students must:

1. Submit the application for admission, along with a \$25 non-refundable processing fee.
2. Forward a copy of the high school transcript.
3. Have official copies of transcripts forwarded from *each* college previously attended.
4. Have a statement of honorable dismissal on file from the *last* college attended.

Student Information

5. Students applying for financial assistance must have a financial aid transcript on file from *each* college previously attended.

Student credits will be accepted as they apply to the college curriculum offered at William Jewell College, provided the student presents an overall C average (2.0 on a 4.0 scale). Grades below C in freshman English will not fulfill the ENG 100 requirement.

Students who have been permanently suspended from another college cannot be accepted at William Jewell. Accepted credit hours beyond 64 from a two-year college (including any coursework 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 degree requirements. Transfer students must successfully complete the William Jewell College Writing Proficiency Test before registering for hours beyond 60 or before the end of their third semester at Jewell, whichever comes later.

Application Procedure

A candidate for admission is requested to submit:

1. A completed application for admission (available from the William Jewell College admission office). A \$25 non-refundable fee must accompany each application before processing begins.
2. An official copy of the high school transcript or a record of credits from other post-secondary institutions.
3. The report of results from the SAT or ACT.
4. Two letters of recommendation.

Accepted Applicants

Students who receive confirmation of acceptance by the college for study in the day program are required to post a \$30 enrollment deposit. This deposit is refundable when the student graduates or withdraws from the

college, provided the student's account is clear. A student who has been enrolled one semester or longer and who decides not to continue enrollment should notify the student affairs office 30 days before the beginning of the academic term in order to receive a refund of the enrollment deposit.

Resident Applicants

In addition to the enrollment deposit, individuals who want to be resident students must post a room reservation deposit of \$100 within 30 days after notice of acceptance. This deposit must accompany applications submitted after June 1. While making the deposit cannot guarantee a place in a residence hall, typically housing assignments are made in August and reflect the order in which the deposits are received.

After June 1, room deposits for new students may be refunded only if the applicant is physically unable to enroll or if the college cannot provide residence hall space.

Once the student occupies a residence hall room, the fee becomes a damage deposit as well as a reservation deposit for the following semester. 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 student notifying the student affairs office prior to June 15 of the intention not to return in the fall will receive a full refund; between June 15 and August 1, a \$50 refund; after August 1, no refund.

Student Financial Planning

While the cost of quality education is substantial today, 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 assistance.

Student Information

Eligibility for financial assistance 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 assistance to help meet the financial need. These are scholarships, grants, loans and work.

Students seeking financial assistance on the basis of financial need must complete the William Jewell College student financial planning application and the ACT Family Financial Statement (FFS) or College Scholarship Service Financial Aid Form (FAF) or Application for Federal Student Aid (AFSA). Where need is not a factor in the award (i.e., the Pastor's Christian Leadership Award, academic excellence scholarship) the FFS, FAF or AFSA is required only if assistance is sought beyond the amount of the special grant. It is recommended, however, that all applicants file the FFS, FAF or AFSA each spring.

Students attending William Jewell College for a fifth year will not be eligible for college funds.

The following standards of satisfactory academic progress must be maintained to keep one's eligibility for financial assistance:

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

Students not completing the required number of hours will be allowed a one-semester grace period to complete the minimum cumulative credit hours. In the event it is determined a student cannot complete the deficient hours in a grace semester in addition to the required 12-hour semester load, then the grace period will not be allowed. The following categories define the number of credit hours required by

academic year for financial aid:

<i>Classification</i>	<i>Min. Cumulative Cr. Hrs.</i>
First year	24
Second year	48
Third year	72
Fourth year	96

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

Grade Point Average Requirement. Those who receive financial assistance must have a cumulative grade point average high enough to avoid academic probation. The following categories define the minimum G.P.A. a student may receive 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 G.P.A. for aid eligibility.

<i>Class/Min. G.P.A.</i>	<i>Min. Aid G.P.A.</i>
Freshman/1.5	2.0
Sophomore/1.75	2.0
Junior/2.0	2.0
Senior/2.0	2.0

A student is designated as being on "academic probation" when the grade point average is below 2.0. A student so designated will be allowed a one-semester grace period to achieve the minimum 2.0 cumulative G.P.A. A student who fails to raise the cumulative G.P.A. to 2.0 by the end of the semester following placement on probation will lose all financial assistance for subsequent semesters (i.e., college, state and federal funds) or until the student has achieved satisfactory progress.

A student whose cumulative grade point average falls below the minimum G.P.A. for the class standing is dropped for scholastic deficiency and is ineligible for college, state and federal student assistance. A student is not allowed a grace period.

A student readmitted to the college after academic dismissal is not eligible for federal, state or college-funded financial assistance until the minimum cumulative G.P.A. of 2.0 is met and the required number of credit hours is satisfactorily completed.

Student Information

Appeal Procedure. A student whose assistance is terminated in accordance with this policy may appeal the termination to the Student Financial Planning Committee. Appeals should be submitted in writing to the Vice President for Enrollment Management. The committee will notify the student of its decision.

In order to maintain academic scholarships, the student must complete a minimum of 12 hours per semester with a cumulative grade point average of at least 3.0. Scholarship renewal eligibility is reviewed at the end of the academic year. A student whose cumulative grade point average falls below 3.0 will be allowed one semester to raise the cumulative G.P.A. to 3.0. A student who fails to raise the G.P.A. will lose the academic scholarship. A student whose academic scholarship is dropped will not be eligible for an academic scholarship until a cumulative G.P.A. of 3.5 is achieved. The scholarship award will be determined at that time.

Full-time students (12 hours or more) are expected to complete graduation requirements within ten semesters. Work taken in excess of ten semesters will not qualify for student assistance. If a student begins a semester as a full-time student, that semester is counted in the ten semesters allotted for student assistance eligibility, even though the student becomes a part-time student during the semester.

Part-time students (fewer than 12 hours) are expected to complete graduation requirements within 16 semesters and may qualify for student assistance for no more than 16 semesters.

Semesters during which a student withdraws after the fifth week of the semester will be counted in the total number of semesters for which a student is eligible to receive student assistance.

No financial assistance will be available for courses which are repeated in order to raise a grade. The following letter grades will not be counted toward graduation: F = failure; IP = in progress toward the Oxbridge examinations; PR = in progress; R = repeat; W = withdrew;

WF = withdrew failing; WD = left the college; FA = failed pass/fail; NR = not reported; AU = audit. 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 assistance. For example, a full-time student must be taking at least 12 hours per semester in addition to courses being repeated. An Incomplete (I) will not be included in the minimum 12 hours completion requirement for assistance eligibility.

Graduates who return for a second degree will not qualify for college assistance.

Transfer students will be evaluated individually by the financial aid staff to determine the number of semesters for which transfers will be eligible for assistance.

Students will be limited to \$2,000 combined William Jewell grants as part of the plan, with the exception of specific scholarships as published in the student financial planning brochure. Exceptions will not be allowed by the Student Financial Planning Committee.

Forms of Assistance

Scholarships and grants, assistance which does not have to be repaid, include: Academic Excellence Scholarships, Achievement Awards, National Merit Scholarships, Spencer, Volker and Heritage Scholarships, Pastor's Christian Leadership Awards, Church-Related Vocations, Acteen and Royal Ambassador Service Aides, Grants-in-Aid, Hester Scholarship, Ministers' Dependents, Pell Grants (BEOG), Missouri Student Grants (MSG), and Supplemental Educational Opportunity Grants (SEOG).

Loan assistance, which must be repaid, also is available: Stratford (Guaranteed) Student Loans, Carl D. Perkins Loans (formerly NDSL), Federal Nursing Student Loans, William Jewell College loans, and various monthly payment plans.

Work opportunities are offered through College Work/Study and Workshop programs and off-campus employment.

The current student financial planning brochure, distributed by the office of student

Student Information

financial planning, should be consulted for additional application procedures. Student consumer information is found in the official student handbook.

Church Ministries Practicum

The church ministries student is eligible for an \$1800 grant-in-aid each academic year. The student qualifies for the grant when the director of the C.H. Spurgeon Center for Christian Ministry receives notification from the local church that the student is pursuing a church-related vocation. This grant is subject to the rules and the regulations governing financial assistance.

Expenses

	SEMESTER	YEAR
Tuition and Fees	\$3,725	\$7,450
Room	540	1,080
Board	740	1,480
	<u>\$5,005</u>	<u>\$10,010</u>

Other estimated costs will vary on an individual basis. For most students they will not exceed these estimates:

Books and supplies	\$350
Personal expense and transportation	\$1,350

Students registering for more than 17 credit hours per semester pay \$120 for each credit hour above 17. However, this fee may be waived for up to two hours' credit per semester if the excessive hours result from enrollment in the Chapel Choir (303), Concert Band (304), or Symphony (305). (Students who wish to register for more than 19 credit hours per semester must have the approval of the Dean of the college.) Students registered for fewer than 12 semester hours pay tuition at the rate of \$300 per semester hour.

Every effort is made by the college to avoid tuition increases. Nonetheless the college must reserve the right to alter tuition and/or other charges without notice.

Special Fees

Late registration	\$35
Late payment fee	\$35
Supervised Student Teaching	\$75
Graduation fee	\$70
Auditing any course, per semester hour	\$100
Credit by examination, per semester hour	\$25/hr.
Returned checks	\$15
Deferred Payment	\$15-45

All accounts are due and payable for each semester on or before the first day of classes. Those who do not satisfy their financial obligations before the first day of classes may be charged a late payment fee. To be prepaid, accounts are to be settled on or before August 15 for the fall semester and on or before January 15 for the spring semester. Time payments may be arranged with the business office.

Music and P.E. Fees

In addition to tuition charges, fees for private one-half hour music lessons and class music lessons per semester are assessed:

One lesson per week	\$ 90
Additional lessons, per lesson	\$ 55
Class lessons	\$ 40

Physical education fees are:

Scuba	\$ 65
Bowling	\$ 21
HorsemanSHIP	\$ 175
Red Cross First Aid/CPR	\$ 30

Refund Policy

Tuition is credited for withdrawal for other than disciplinary reasons in accordance with this schedule:

Within first two weeks	80%
Within the third week	60%
Within the fourth week	40%
Within the fifth week	20%

Credits cannot be made after the fifth week. Cash refunds will be made on any overpayment upon request.

Student Information

This schedule applies to students reducing registration to 17 credit hours or whose registration is altered from full-time to part-time classification (below 12 credit hours).

All other fees and room charges are non-refundable. While students withdrawing during the semester may receive a 50% credit on their board on a pro rata basis, 50% of the board cannot be credited. If withdrawal results from protracted illness certified by an attending physician, the unused portion of the board paid in advance will be credited. Credits cannot be made when a student is dismissed for disciplinary reasons.

Willingness to assume financial responsibility is a mark of increasing maturity. Students whose accounts with the college are unsatisfactory are not issued grades, transcripts or diplomas. Room, board and other privileges may be suspended as a result of unsatisfactory student accounts. A low-cost deferred payment program is available through Tuition Plan, Inc., Academic Management Services, or the College Credit Agreement. For further information, contact the business or financial planning office.

Awards Convocation

Each year during an Awards Convocation outstanding students are recognized and given appropriate awards and honors. The highest honor is the Faculty Award, presented to a student who has spent the entire undergraduate career at William Jewell and who has a grade point average of 3.75 or higher. It is awarded on the basis of academic achievement and exemplification of the highest ideals of a liberal education at William Jewell College.

Student Life

At William Jewell College, the living/learning experience of student life begins the minute a student steps into the residence hall and meets a roommate with different ideals, background and aspirations. That first step is only one of many opportunities students have to broaden their own experience by exploring the facets of student life, a valued extension to academic work at William Jewell College.

A program of lectures, social events, and registration procedures introduces new students to William Jewell College life. General orientation for all new students is conducted during registration week, in accordance with the calendar.

Available to all students are career counseling, personal counseling, and study skills instruction. The office of career development assists students in job referrals, career exploration, on-campus interviews, resume preparation, interview procedures, and job placement. The academic achievement center provides courses in study skills and speed reading in addition to assisting students with learning problems.

The counseling center offers professional services to students making educational, vocational and personal decisions. Trained counselors are available to administer and interpret various tests helpful in assessing the student's aptitudes and interests.

New Horizons

Students who are 25 years or older will find the New Horizons Program for re-entry students at William Jewell geared to their specific needs. Those students entering college for the first time or after several years of absence will find support services readily available. Special information on applying for admission, scholarships and grants, academic advising, test-out procedures, and other concerns is available through the admission office.

Fine Arts Program

Now in its 26th season, the nationally recognized William Jewell Fine Arts Series brings outstanding concert and stage artists to campus and community. Among the performing artists who have appeared in the series are Luciano Pavarotti, Leontyne Price, Itzhak Perlman, Carlos Montoya, Rudolf Nureyev and The National Ballet of Canada, and Beverly Sills. Students attend the Fine Arts Series at no cost.

Students also enjoy entertainers and movies sponsored by College Union Activities.

Student Information

Achievement Day

Each year, Achievement Day marks the celebration of the William Jewell tradition as the "Campus of Achievement." Outstanding alumni are invited back to campus to receive citations for achievement and to lead seminars in their professional fields for interested students. The formal occasion brings nationally prominent speakers to William Jewell for a convocation address on campus and a banquet address at a Kansas City hotel. Keynote speakers have included Harry S. Truman, Lyndon B. Johnson, Billy Graham, Norman Vincent Peale, General Maxwell Taylor, astronaut James Irwin, Senator Hugh Scott, William F. Buckley, Jr., Mrs. Coretta Scott King, and Beverly Sills, among others.

Athletics—Varsity and Intramural

William Jewell College enjoys an outstanding record of achievement in athletic competition. The basketball team is a strong NAIA competitor. The football team made NAIA history by going to national play-offs four consecutive years. The college is a member of the Heart of America Athletic Conference and competes in the following conference sports: for men—baseball, basketball, cross-country, football, golf, soccer, tennis, track, and wrestling; for women—basketball, softball, swimming, tennis, track and cross-country, and volleyball. The National Association of Intercollegiate Athletics standards of eligibility serve as the guideline for the conference sports activities. A strong program of intramural men's and women's sports is also offered.

Forensics

The forensics program at William Jewell is an area traditionally strong. Students regularly earn state and national awards. The college consistently ranks among the top ten in CEDA (Cross Examination Debate Association), sharing such honors with larger universities. The national discussion tape award for four years went to the William Jewell team. Capable freshmen who are sufficiently

prepared find equal opportunities to compete. The program offers competition in both debate and individual events. Squad members travel to competitions in the Midwest and other locations, such as Texas, Nevada, and Colorado.

Music

A strong music department at William Jewell encourages all students to make music! Whether in a class, in an ensemble, or through an applied study opportunity, the music department can enrich the lives of students no matter what their majors are.

Performance in the choral area is possible through the Concert Choir or Chapel Choir, both of which tour in the U.S. or abroad, Chamber Singers (a select group of freshmen chosen from the Chapel Choir), and an oratorio each spring (made up of all choral ensemble members).

Instrumental opportunities are available through Symphonic Band, Jazz Ensemble, Liberty Symphony Orchestra, Flute Choir, Brass Ensemble, Chamber Strings and various chamber ensembles.

Handbell Choirs and the Opera Workshop also offer performing opportunities for qualified students.

Private study in piano, organ, voice, guitar and woodwind, percussion, brass and stringed instruments is available to all students.

Lecture Series

The lecture series reflects the college's genuine concern for student spiritual needs and increasing intellectual maturity. This series brings prominent speakers to the campus to present interdisciplinary examinations of contemporary life from the Christian perspective. The Walter Pope Binns Distinguished Lectureship, named in honor of the late William Jewell president, and supported by a gift of the Callaway Foundation, brings internationally known Christian scholars to the campus each year.

Student Information

College Chapel

The college community is offered the opportunity to worship together at chapel each Thursday morning and at other times established by the Chaplain and the Committee on the Christian College. Students and faculty members share their faith in this hour of prayer, meditation, singing and preaching. In keeping with our Baptist heritage, our attendance at worship is by personal choice.

Christian Student Ministries

Christian Student Ministries at William Jewell College seeks to expose each student, staff, and faculty member to the Christian faith and encourage the college community to live according to this high standard. All activities fall under the direction of Christian Student Ministries.

Shepherds are peer ministers who provide support and care in the dorms. They organize dorm Bible studies, care groups and general encouragement for those on their floor. Other on-campus ministries include weekly vespers and worship, fellowships, and retreats.

In order to share the Christian faith off-campus, CSM sponsors a drama team, a puppet team, Overflow singing group, hospital and nursing home visitations, soup kitchen programs, revival teams, and overseas missions to developing countries. All CSM activities are under the leadership of the Co-Campus Ministers.

Student Activities

Every student at William Jewell has a voice in government through Student Senate. This elected governing body operates in open session under a student-drafted constitution.

While the final vote rests with representatives, all students have the right to express their opinions at every Senate meeting.

William Jewell students are involved in the highest level of policy formulation, serving on faculty committees, meeting with the College Conduct Committee, and attending meetings of the Board of Trustees.

Students serving on the College Union Activities Board and Council administer programs of cultural, educational, recreational and social interest to students. CUA sponsors movies, entertainers and speakers' series.

Student Organizations

Student organizations at William Jewell offer a broad spectrum of activities to meet the social and service needs of students. Twenty-seven nationally affiliated and 33 campus-wide organizations provide opportunity for involvement in religion; fine arts; professional, social and service fraternities and sororities; music ensembles; forensic and drama groups; ethnic organizations; radio station; student publications; athletics; student government and departmental clubs. A complete listing of student organizations and descriptions can be found in the CUA student handbook/calendar, *Around the Columns*.

Residence Program

William Jewell offers a four-year residential program, exposing each student to the finest living/learning environment college resources can provide. All unmarried students not living at home are expected to participate in the residential program. Fraternity houses are considered part of that program.

All students living in residence halls are served meals in the college union. Each student provides pillows, linens and bed covers. All students are subject to the campus regulations and policies of the college as they affect residence halls and all areas of student life. These regulations are fully outlined in the student handbook/calendar, *Around the Columns*. Students should read this handbook carefully to become familiar with those regulations that provide for a sound, workable college community.

Student Publications

Students have the opportunity to contribute to the weekly student newspaper, *The Hilltop Monitor*. One need not be a communication major to contribute to this major publication.

Student Information

Theatre

The college sponsors wide-ranging theatre opportunities in a variety of productions. The theatre program takes a liberal arts approach. As with other educational opportunities at William Jewell, the theatre program broadens the students' perspectives, as audience, as actor and as technician. Many opportunities in acting, directing, design and theatre management are open to persons from all walks of campus life.

Most theatre productions are held in the Garnett M. Peters Theater, a flexible facility featuring proscenium, thrust or arena shows. Because of the new, adaptable Peters Theater, students can experiment with many audience-actor relationships.

Radio

The college owns and operates a non-commercial FM radio station providing a network of communication for the campus and community, and offering opportunities in broadcasting for students. KWJC broadcasts quality programming as the "Voice of Achievement."

Art Gallery

The Stocksdale Art Gallery is an exceptional exhibit space for a variety of art shows and the college's permanent collection. Senior art majors also display the best of their works in the gallery.

Skilling Student Health Center

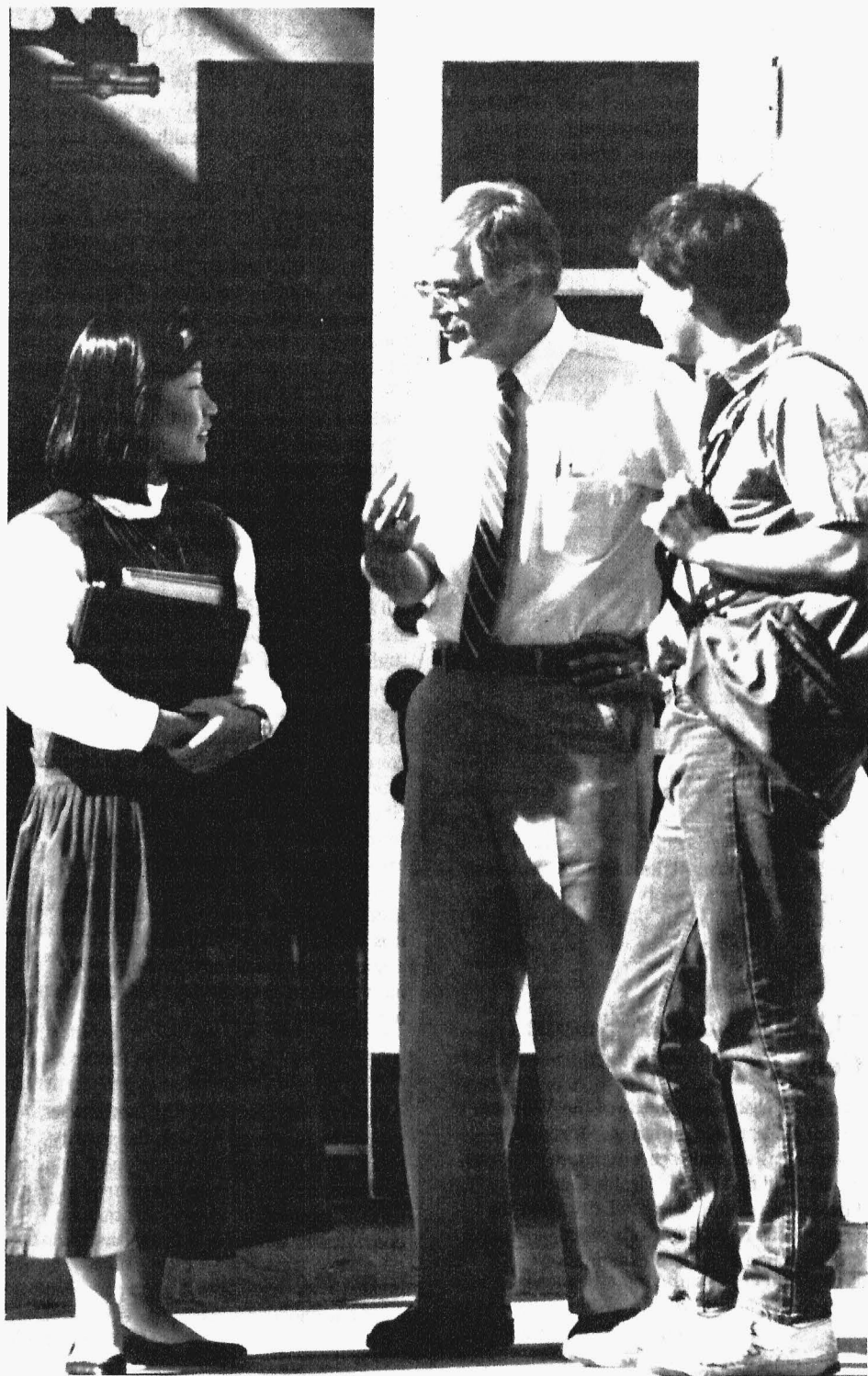
The basic health care needs of the William Jewell College student are met through a comprehensive health care program provided by the Skilling Student Health Center. Located in the lower level of Ely Hall, the Center houses the Director's office, a waiting and reception area, two examination/

treatment rooms, a four- to six-bed infirmary and the Department of Nursing's Learning Resource Center. The Health Center staff consists of the Director of Student Health Services, who is a certified Family Nurse Practitioner and two board-certified Family Practice Physicians. Health Center services include: allergy injections by appointment; assistance in self-management of long-term or chronic illnesses and handicapping conditions; emergency first aid; health education and promotion materials; nutrition counseling; psychosocial support; nursing (health) consultation to individuals, organizations and the college community; selected over-the-counter and prescription medications; physician consultation; and referral to other health care providers, both on campus and within the community at large.

All William Jewell college students who are currently enrolled and have paid student fees may use the Health Center. Students entering the College as first year or transfer students are required to furnish the Health Center with completed Health Information and Immunization History Forms prior to attending classes (refer to Prematriculation Immunization Requirement). A physical examination is not required. William Jewell College does not provide health insurance for its students; therefore, it is strongly advised that students arrange for personal coverage either as individuals or through their parents' health insurance plan.

Motor Vehicles

All motor vehicles, including motorcycles, should be registered through the security office. The parking and operation of vehicles is subject to safety regulations provided at the time of registration. Further information is contained in student and faculty handbooks.



The Academic Program

Academic Advising

Academic advising is an important part of the teaching process at William Jewell. All freshmen are assigned to a designated freshman advisor, with whom the students will have a number of meetings during orientation and throughout the first semester. With the exception of open students (those who have not yet declared a major) and business students, most entering freshmen who have declared a major will be assigned a freshman advisor within the student's major field of study. Not all departments have freshman advisors; hence not all freshmen who declared a major will be assigned to an advisor within the student's major field. Business administration students will be transferred to their major department in their sophomore year.

Students and faculty members may change advisory relationships whenever necessary after consulting with the office of the Director of Academic Advising. The college encourages the advisory relationship by scheduling time for academic advising within the normal academic calendar because advising is as much a process of teaching as are classroom activities.

Writing Program

In annual polls to see what the highest priorities for special faculty attention for the year should be, the William Jewell faculty has repeatedly given student writing ability its highest priority. The faculty demonstrates a steady resolve to see William Jewell graduates fully proficient in writing for any contexts they will encounter after graduation. At Jewell, students will have their critical thinking and writing skill exercised and developed in a wide range of courses across the curriculum. Such faculty determination is unusual in American higher education and constitutes a distinctive feature of the William Jewell experience.

At the heart of the Writing Program are two features: The Proficiency Test of Writing Skill and the Writing Component Courses.

Students will take English 100 their first or second semester here to develop the necessary

skills for writing at the college level, demonstrated by passing the William Jewell College Proficiency Test of Writing Skill, which is the final examination for the course. All students are required to pass the William Jewell College Proficiency Test of Writing Skill before receiving permission to register for hours beyond 60. Transfer students who have passed composition elsewhere are required to pass the Proficiency Test before registering for hours beyond 60 or before the end of their third semester at Jewell, whichever occurs later.

If a transfer student fails to pass the Proficiency Test of Writing Skill by the prescribed time, the student will be required to enroll in and successfully complete English 100. These four credit hours will not apply toward graduation requirements.

Students who have scored at the 90th percentile or higher on the English test of the ACT, who have scored at 4 or 5 on the composition part of the AP program, who have made a high score on the CLEP test in composition, who have taken an advanced composition or college composition course in high school, or who otherwise have distinguished themselves in writing capability should attempt to achieve advanced placement in English composition. During the student's first semester at William Jewell College, the student should take the Proficiency Test of Writing Skill: a demonstration of competence on that test entitles the student to enroll in ENG 125 or, with permission, in other writing courses totalling four credit hours.

During their undergraduate career, students are also required to pass two courses beyond composition with writing expectations in them. Such courses are specifically designated in the Schedule of Classes for the semester with a **W** indicating the Writing Component, for example BIO 346W. These courses are offered by most departments and students will have the opportunity to take several of them.

Since some students may come to college without having had many writing experiences in high school or may simply feel inadequately prepared for college writing, the Academic

The Academic Program

Achievement Center (100 Jewell Hall) offers a variety of aids to student writing and is available to all students without cost.

General Education

William Jewell's curriculum is in the liberal arts tradition. In the words of one of the college goals, this curriculum shapes "an educational experience which can liberate each individual from the tyrannies of ignorance, provincialism, self-centeredness, and close-mindedness." The general education programs are the center of this liberating, or liberal, experience.

Thus, just as every student eventually includes a specialized program (a major or area of concentration) in the degree plan, so the student also includes a general program. Two programs are available. Though most students enroll in the Distribution Curriculum, Program I below, 60 students will be admitted annually to the Integrated Curriculum, Program II below. Choosing one of these two programs is an important curricular decision each student makes when first preparing to register at William Jewell.

Program I. The Distribution Curriculum of General Education, provides a liberating breadth of studies through a variety of separated departmental courses in the three large areas of knowledge—the Humanities, the Social Sciences, and Mathematics and Natural Sciences.

Program II. The Integrated Curriculum of General Education, provides this breadth of knowledge through a core of interdisciplinary courses using the central theme of decision making to unify study of the Humanities, the Social Sciences, and Mathematical and Natural Sciences.

Program I. The Distribution Curriculum

The Bachelor of Arts Degree. The general education pattern for the A.B. degree includes:

1. English 100, OXA 150, or advanced placement by the department.
2. Communication 100.
3. Physical Education 100 plus 1 hour in activity courses. (No more than 4 hours in

activity courses, including PED 100, may be applied toward the 124 hours required for the degree.)

4. One course in religion selected from Religion 115, 116, 117, all introductions to biblical studies.

5. Proficiency in a foreign language. This requirement may be met by demonstrating language proficiency commensurate with 12 hours' work in one foreign language. A student who presents two or more units of high school language may be required to take a placement test. The student who thereby attains advanced placement may satisfy the language proficiency requirement by passing four semester hours in the same language in courses at the intermediate level. 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.

6. Twelve hours from Mathematics and Natural Sciences (biology, chemistry, computer science, mathematics, physics), chosen from two separate fields and including one laboratory science.

7. Twelve hours from Social Sciences (economics, history, political science, psychology, sociology), selected from at least two separate fields.

8. Twelve hours from Humanities, selected from two separate fields, in addition to the four hours in religion and including at least four hours of literature. Humanities credit toward graduation may be earned in art courses numbered 200 or above, Communication 271, 310 and 380, English (except composition courses), foreign language literature and civilization courses numbered 300 or above, Humanities 245 and 250, music (except 241, performing groups and the first two semesters of an applied music sequence), appropriate Oxbridge tutorials, philosophy, political science 211 and 311, and religion (except 115, 116, 117, 203, 204, 205 and 341). Foreign literature courses numbered above 300 count for the college literature requirement.

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A course listed in more than one department may not by itself satisfy the breadth requirement for a second separate field.

The maximum credit toward the bachelor of arts degree that a student may receive in one subject-matter field is 40 hours.

The Bachelor of Science Degree. Students majoring in accounting, music, nursing, and systems and data processing elect the following general education pattern leading to the B.S. (majors in business administration, elementary education, music and physical education may elect either the A.B. or the B.S. degree):

1. English 100, OXA 150, or advanced placement by the department.
2. Communication 100.
3. Physical Education 100 plus 1 hour in activity courses. (Except for majors in physical education, no more than 4 hours in activity courses, including PED 100, may be applied toward the 124 hours required for the degree.)
4. One course in religion selected from Religion 115, 116, 117, all introductions to biblical studies.
5. Eight hours from Mathematics and Natural Sciences (biology, chemistry, computer science, mathematics, physics), chosen from two separate fields and including one laboratory science.
6. Twelve hours from Social Sciences (economics, history, political science, psychology, sociology), selected from at least two separate fields.
7. Eight hours from Humanities, selected from two separate fields, in addition to the four hours in religion and including four hours of literature.

Humanities credit toward graduation may be earned in art courses numbered 200 or above, Communication 271, 310 and 380, English (except composition courses), foreign language literature and civilization courses numbered 300 or above, Humanities 245 and 250, music (except 241, performing groups and the first two semesters of an applied music sequence), philosophy, political science 211 and 311, and religion (except 115, 116, 117, 203, 204, 205 and 341). Foreign literature courses numbered above 300 count for the college literature requirement.

A course listed in more than one department may not by itself satisfy the breadth requirement for a second separate field.

The maximum amount of credit toward graduation that a student may receive in one subject-matter field for the bachelor of science degree is 60 hours.

Program II. The Integrated Curriculum of General Education: Foundations

The Basic Skills Component:

English 100 or advanced placement by the department.

OXA 150.

Communication 100.

Physical Education 100 plus 1 hour of activity courses. (Except for majors in physical education, no more than 4 hours in activity courses, including PED 100, may be applied toward the 124 hours required for the degree.)

The Foundations Program: An Integrated Value-Based Study of Public and Private Decision Making, Relating Christian Heritage and Cultural Past to Contemporary Problems in Human Futures.

The Foundations courses are described in this catalog in the section on Courses of Study.

Foundations 115. Personal Decision Making

Foundations 125. Problems, Choices, Values and Persons.

Foundations 215. Public Decision Making in the modern nation-state.

Foundations 225. Christian Heritage and Western Culture.

Foundations 315. Developing Nations and the United States.

Foundations 325. From Present Problems to Chosen Futures.

The Distribution Component:

Bachelor of Arts Degree.

8 hours from Mathematics and Natural Sciences (biology, chemistry, computer science, mathematics, physics), including laboratory science.

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4 hours from social sciences (economics, history, political science, psychology, sociology).

4 hours from Humanities—art courses numbered 200 or above, Communication 271, 310 and 380, English (except composition courses), foreign language literature and civilization courses numbered 300 or above, Humanities 245 and 250, music (except 241, performing groups and the first two semesters of an applied music sequence), appropriate Oxbridge tutorials, philosophy, Political Science 211 and 311, and religion (except 115, 116, 117, 203, 204, 205 and 341). Foreign literature courses numbered above 300 count for the college literature requirement.

Foreign language: See Program I, pages 2-3.

The maximum amount of credit toward graduation that a student may receive in one subject-matter field for the bachelor of arts degree is 40 hours.

Bachelor of Science Degree.

For students majoring in accounting, music, nursing, and systems and data processing (majors in business administration, elementary education, music, and physical education may elect either the A.B. or B.S. degree):

4 hours laboratory science.

4 hours from Social Sciences (economics, history, political science, psychology, sociology).

The maximum amount of credit toward graduation that a student may receive in one subject-matter field for the bachelor of science degree is 60 hours.

Academic Standards and Integrity

It is the student's responsibility, ultimately, to know and comply with catalog regulations governing admission, registration, retention, withdrawal, degree plans, graduation requirements, payment of tuition, etc.

The college subscribes to policies designed to ensure acceptable standards of scholarly activity and to enhance the value of the William Jewell degree:

1. Degrees are awarded to students who have

satisfied the entrance requirements, completed 124 semester hours of college work as specified in the catalog, completed a Winterim course in each year of full-time study at the college, and earned a C average for all work attempted. Students who transfer into the college must earn a C average for all work attempted at the college as well as a cumulative C average on all work attempted. Each student must pass a writing proficiency test before receiving permission to register for any hours beyond 60. (A second baccalaureate degree may be awarded to the student who completes at least 30 additional hours and all degree requirements.)

2. Each student will complete the requirements for graduation in the catalog in effect on the date of college entrance. If a subsequent decision is made to follow a later catalog, through a bonafide change in major or for other causes, the 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 later announcements. The Dean of the college 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.

3. Satisfactory completion (with a grade of C or higher in each course) of not fewer than 24 hours in the major is required for graduation. Students who transfer into the college must complete in residence a minimum of 12 hours in the major. Majors in elementary education and music education must meet certification requirements. Specific requirements are outlined in handbooks available in the respective departments.

4. Credit earned in English 100, Communication 100, the required religion course, and Physical Education 100, all part of the General Education program, does not apply to the requirements in the area of concentration. A course applying toward the major may also

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apply toward one general education requirement.

5. Students must meet their specific requirements in their major, and must successfully complete at least two writing component courses at William Jewell College.

6. Students who expect to graduate must file an Application for Graduation with the Registrar at the fall registration of their senior year; this includes candidates for the following summer.

7. Any senior student who has completed all requirements for graduation except eight semester hours of elective credit or fewer may, with permission of the Dean, do this work *in absentia*. This may be done by correspondence from a reputable institution, or in residence in a college or university of recognized standing. Such a student may participate only in the graduating exercises of the class following the completion of the work. The last year's work for graduation (minimum 30 semester hours) must be done in residence at William Jewell, except as here provided.

8. Students who complete 124 hours or more with a grade point average below C, with permission of the Dean, may attempt an additional semester of work to meet the requirements for graduation.

9. The college may accept for graduation up to 10 semester hours of credit from an institution of recognized quality which maintains a regularly organized correspondence department. No credit can be allowed by correspondence toward a major except by the prior consent of the head of the department and approval of the Dean. A maximum of 30 semester hours of correspondence and extension work combined may be accepted.

10. No more than four hours in courses numbered below 100 may be applied toward the 124 hours required for graduation. Non-music majors may use up to eight hours ensemble credit as elective hours toward graduation.

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; 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; and turning in the same work to more than one class without informing the instructors involved. Academic misconduct of any sort will result in disciplinary action.

Absences

Students are expected to attend all class sessions and to accept the responsibilities which are involved. When three successive absences, or a total of five, have occurred in a semester without proper explanation acceptable to the instructor of a class, students are referred to the Dean of the College for appropriate action.

Late Assignments

Students are expected to complete assigned class work on time. A student anticipating absence from class on a day when work is to be handed in 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 his instructor in person, in advance of the due date, explain the situation and make specific arrangements to reschedule the due date. Failure to do so will occasion a late penalty, as determined by the instructor's judgment and the policy stated in the syllabus.

The college informs students of their academic progress by issuing formal reports each semester. However, students assume the obligation to be knowledgeable of their academic status and

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of the academic regulations which are stated in this catalog.

Students are expected to accumulate at least two grade-points for each credit hour attempted each semester. Students with overall averages below 2.0 are considered on academic probation. At the end of the first five weeks of each semester, the Dean receives a report of all students who are doing unsatisfactory work.

To remain in the college the student must achieve:

- A grade point ratio of 1.5 at the end of the first and second semesters;
- A grade point ratio of 1.75 at the end of the third and fourth semesters; and
- A grade point ratio of 2.0 at the end of the fifth semester and thereafter.

Grading and Grade Points

The college grading system and grade-point value are as follows:

- A - 4 points per credit hour;
- B - 3 points per credit hour;
- C - 2 points per credit hour;
- D - 1 point per credit hour;
- F - 0 points per credit hour;
- AU - audit;
- CR - credits in Oxford/Cambridge Scholar Program (except for Oxbridge major courses)
- FA - failed pass/fail;
- I - incomplete;
- IP - in progress toward Oxbridge examinations;
- NR - not reported;
- P - pass;
- PR - in progress;
- R - repeat English 100;
- W - withdrew;
- WD - left the college;
- WF - withdrew failing;
- WP - withdrew passing.

Scholastic averages are computed upon 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 (or an average of C).

A student must repeat courses for the major in which the grade earned is D or F. When such courses are repeated and a satisfactory performance recorded, only the repeat grade will be used in determining the grade point average. The D or F remains, however, a part of the permanent record without being considered in grade point computation. Courses not required for the major in which a grade of D or F is earned may be repeated. The student should notify the registrar's office of the intent to repeat a course.

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

The mark 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. Failure to do so, without a written contract between instructor and student and approval of the Dean, will result in a grade of F.

In independent activity courses (directed study, directed reading, research, *etc.*), the mark "PR" (for progress) may be used at the end of a semester in which the student has made progress in his 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, will result in a grade of F.

Student Classification

Students are classified on the basis of the number of accumulated credit hours:

- Freshman 1 to 23 semester hours
- Sophomore 24 to 59 semester hours
- Junior 60 to 89 semester hours
- Senior 90 to 124 semester hours

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Advanced Placement and Credit

William Jewell College offers advanced placement in cooperation with the College Entrance Examination Board. On presentation of acceptable examination scores, a student may receive advanced placement with or without credit in specific disciplines.

Credit and advanced placement are also granted through the College-Level Examination Program (CLEP) and through departmental examinations. Freshmen entering William Jewell College directly from high school are not granted credit for CLEP general examination results; however, they may sit for as many subject examinations for credit as they wish. Entering freshmen who have delayed college entrance by as much as three years since high school graduation may take both CLEP general and subject examinations for credit.

The college imposes no limit on the amount of credit a student may earn by examination, although one year of residency is required for a degree from William Jewell College. Such is recorded on the student's transcript without a letter grade and with the notation *Credit by Examination*.

High school students demonstrating exceptional academic ability may earn up to sixteen credits prior to entry as college freshmen through the Early Admission program described in the Admission section in this catalog.

The college recognizes credits earned through the International Baccalaureate program, to be allocated at the individual department's prerogative.

Pass-Fail Option

The pass-fail option encourages students to attempt courses of interest which would normally be avoided because of lack of background. Any sophomore, junior, or senior in good academic standing may elect to take one course per semester under the pass-fail option with the following limitations:

1. No more than 20 pass-fail hours;

2. No course in the major area or concentration;
3. No course specifically required for graduation;
4. No course being taken to meet the requirement of a block or group;
5. No course required for teacher certification or pre-professional preparation.

Grades of P or F received under this option will not be included in computing the grade point average, but credit earned will apply toward graduation. Students elect this option at enrollment with the registrar's office and can change it only during the normal time allowed for a change in courses—*before the end of the first week of classes*.

Honors

The Dean's List for each semester will include the names of students who have carried a program of 14 or more semester hours, have no grade lower than C in any subject, have no incompletes, and have achieved a minimum grade point ratio of 3.5.

A student who completes the work for the degree with as many as 3.9 grade points for each hour attempted is graduated *Summa Cum Laude*, and this is cited with the degree. A student who completes the work with a ratio between 3.75 and 3.89 is graduated *Magna Cum Laude*, and this is cited with the degree.

The student who wants an added challenge of academic excellence may seek graduation with honors or achievement. Eligible students must have a minimum grade point average of 3.5 at the time of graduation and have completed A level work on a special research or creative project over two or more semesters in a concentrated area.

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

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Registration

Students may register at the beginning of the fall semester, at the beginning of the summer school, or at pre-registration periods. For specific dates and times of registration for first semester and summer school, students should refer to the college calendar in this catalog. Registration, including settlement of all charges at the business office, must be completed by the date listed in the calendar or be subject to the late fee.

Students enrolling for the first time may have the privilege of registering as late as one week after the beginning of classes by obtaining the Dean's permission. This provision does not cancel the extra fee for late registration or late settlement of charges.

Changes in Courses

Changes in a course of study are *not allowed after the first week* from the beginning of a semester, which is calculated from the *first day classes begin*. Exceptions may be made on the recommendation of the college physician or the head of the department in which the student is majoring. No course may be *added* after the first week following the *day classes start* after registration.

Students who desire to change their major field, once this has been formally declared, should have the concurrence of the heads of the departments concerned before any change is made. All changes of majors must be filed with the academic advising office.

The college reserves the right to discontinue any section in any course in which the enrollment is not sufficient to justify its being held. This decision rests with the Dean of the college. Generally, sections with fewer than six registrants will not be maintained.

Dropping Courses

Students may drop or withdraw from a course anytime through the last regularly scheduled class meeting time prior to final examination week unless the faculty member has specified in the course syllabus an earlier deadline date for withdrawal.

If a course is dropped during the first four weeks of the semester, no record will appear on the transcript. From the fifth to eighth week, W will appear on the transcript; after the eighth week, WF or WP will appear, as appropriate.

Withdrawal

Students wishing to withdraw from college for any reason must file the official withdrawal form provided by the office of student affairs. Improper withdrawal will result in a grade of F for all courses.

Transfer to Another Institution of Higher Education in Missouri

Missouri 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.

Summer School Credit

Students desiring to take work at other institutions during the summer months should coordinate plans in advance with their advisor. Written approval from the Dean of the college, secured in advance, is necessary to assure acceptance of summer transfer credit by William Jewell College. Once a student has completed 64 hours, the student may not transfer work from a community or junior college.

Winterim

Between the fall and spring semesters a short "Winterim" session is offered the second and third weeks of January. The two-week Winterim term is integral to the academic year, providing opportunity to pursue special courses and activities of educational enrichment such as internships, short courses

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overseas or on another campus, and selected research projects. Students concentrate on only one subject for the intensive two-week Winterim period. As an integral part of the William Jewell academic experience, Winterim is required of all full-time students each year.

Students register for Winterim courses or activities during pre-registration for spring semester. Students will register for courses and activities selected from those listed in the Winterim course schedule.

There is no additional tuition cost for a William Jewell student who enrolls in a William Jewell Winterim. Some Winterim courses and activities do, however, require fees. Winterim courses carry one-half to two hours credit. A student may not duplicate a previous Winterim course or activity for credit toward graduation, nor take more than two Winterim courses in the same area or discipline, except for service/learning Winterims. Up to four credit hours awarded for Winterim courses may apply toward 124 hours required for graduation; however, Winterim courses or activities will not fulfill general education requirements. A student may pursue more than one Winterim course during a Winterim period, but such additional courses do not remove Winterim course obligation in future years, and no more than two hours of credit may be earned in any one year, except in a mini-teaching or student teaching experience.

The dropping of a Winterim course or activity or failure to enroll in a course without the approval of the Dean will carry an automatic penalty of an F grade for two credit hours.

Majors

Each student at William Jewell designs or chooses an area of concentration in light of interest, abilities, and objectives, and in accordance with the college guidelines outlined in the catalog under Academic Regulations. The area of concentration worked out in consultation with the student's advisor normally consists of 6 to 15 courses (24 to 60 semester hours).

Students may choose one of the traditional academic majors (e.g., art, business administration, elementary education, English, history, physics, religion) or devise an interdisciplinary or nontraditional area from the several hundred courses offered by the college. Students may examine a culture (e.g., American Studies, Black Studies), an historical epoch (e.g., Colonial America, Medieval Europe, Renaissance England), a combination of disciplines (e.g., Aesthetic Principles in Fine Arts, Social Psychology, Writing), or a specific vocation (e.g., a combination of business and music leading toward a career in the music business).

Instructions and forms for preparing an interdisciplinary or nontraditional area of concentration are available through the office of the Dean. Proposals for these self-designed majors will not be accepted or approved later than the third week of first semester of the senior year (i.e., two semesters before graduation). These majors will be noted on the transcript as "self-designed."

Oxbridge Alternative

The Oxbridge Alternative is an honors program of tutorials and examinations through which a small number of students may pursue their areas of concentration. As its name implies, it is an American adaptation of the educational method of the great English universities Oxford and Cambridge. In this method, the area of concentration or major is not defined by required courses, but by subjects to be included on comprehensive examinations taken at the end of the senior year. Instead of taking courses in these subjects, students prepare for the examinations by independent study and tutorial instruction involving individual conferences over assignments which they have completed. Full credit for a tutorial course, including any in England in the major subject, is achieved only when appropriate examination papers have been satisfactorily completed; half the credit and half the grade for each tutorial course are earned through examinations. William Jewell's innovative adaptation of this method is supported by a grant from the Hall Family Foundations.

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From ten to 30 freshmen and sophomores are accepted each year as Oxbridge students.

Through the program, they are able to pursue tutorial majors in:

English Language and Literature

History

Institutions and Policy

(an interdisciplinary major combining philosophy, politics and economics)

Music

Religious Studies

Science

(an interdisciplinary major in molecular biology)

Freshmen enter as Oxbridge Open students and do not apply for entry into majors until late in spring semester.

Study will normally include a year in one of William Jewell's programs in either Oxford or Cambridge.

Oxbridge is designed to meet the needs of some of the best students entering American colleges today. It emphasizes independent reading, writing, and the development of abilities of critical analysis. It gives students primary responsibility for their own learning.

Interested students may consult the Senior Tutor about the rigorous application process.

Further information is given in this catalog in the section on Courses of Study. For a full description of the program, please consult **The Oxbridge Alternative Handbook**.

Independent Study

While at William Jewell, each student is encouraged to plan at least one independent study experience to be pursued in an area of special interest. Independent study projects are planned in cooperation with the advisor and the professor directing the study. The summer term and the January Winterim are ideal for short-range independent projects, on or off campus.

Through the college Alumni Association, it is possible for students to do independent study related to professions, business and industry, government, religious or social service, and other areas of personal interest.

Honors Study. Students desiring rigorous academic challenge may undertake independent study in the Honors Program and seek graduation with "Honors" or "Achievement." This program is described in this catalog under Academic Regulations.

Off-Campus Study

A student wishing to pursue a portion of college studies off campus should seek the assistance of the advisor in developing an off-campus experience that has a direct relationship to the student's educational goals.

Great flexibility exists in choosing the length and type of program. Typical programs involve work-study in the inner city, social or religious service, vocational internships or study at another college. Programs may be formally structured classwork or independent study.

Programs in the United States. The college sends students to the United Nations Semester of Drew University and the Washington Semester of American University. Students interested in these and similar programs should contact the office of the Dean.

Urban Studies. The location of William Jewell College in the suburbs of the greater Kansas City metropolitan area makes it ideal for students interested in special urban environment studies. These studies may be arranged in business, communication, education, sociology, and many other academic areas. Special urban study programs are arranged through appropriate academic departments, or the office of the Dean.

Visiting Student Program. The college participates in a Visiting Student Program, sponsored by the American Baptist Association of Colleges and Universities. A student may study for a semester or full academic year at one of the following American Baptist institutions: Alderson-Broaddus College (W.Va.), Bacone College (Okla.), Benedict College (S.C.), Eastern College (Penn.), Franklin College (Ind.), Judson College (Ill.), Keuka College (N.Y.), Linfield College (Ore.), Ottawa University (Kan.), or Sioux Falls College (S.D.).

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For more information, contact the office of the Dean.

The World Campus

Each student at William Jewell College is encouraged to pursue a semester or a year in a foreign study experience. Through programs in England, Europe and Japan, the college enables students to become familiar with other countries and to develop cross-cultural skills, a sense of self-awareness, self-confidence and independence.

Overseas study programs are a vital part of William Jewell College's total educational curriculum. The programs range in length from several weeks to a full semester or a full year. Each program gives a selected range of courses designed to integrate well with other courses of study at William Jewell and at other accredited colleges and universities in America. Programs are open to all students regardless of their major fields of study. The Coordinator of Overseas Study assists students in planning foreign studies.

All students who participate in overseas study programs for a semester or academic year must first have passed the Proficiency Test of Writing Skill.

Most scholarships and financial aid used to study at William Jewell during the academic year can also be used to study with college-sponsored programs, and sometimes students are eligible for additional loans. Students considering foreign study should discuss their options with the financial planning office.

Programs in Oxford and Cambridge, England.

William Jewell offers opportunities for academically strong students to study in several programs in England's most famous centers of learning. Their study is usually individually directed, in Oxford "tutorials" or Cambridge "supervisions."

Credit for study in these programs is awarded by William Jewell College and is recorded as "William Jewell College Scholars Program: Honors Study in the Oxford Overseas Study

Course" or "at Regent's Park College, Oxford" or "at Homerton College, Cambridge."

Division of the Oxford or Cambridge academic year into three eight-week terms (early October to early December, mid-January to mid-March, and late April to late June) allows travel time before and between terms.

Applications are accepted from students with a minimum 3.5 cumulative grade point average (or comparable evidence of academic strength) who have demonstrated strong writing abilities and capacity for independent study. In addition, students applying to study at Homerton College must meet Homerton's entrance requirements: high ACT or SAT scores and college study of English, foreign language, math or science, and two other academic subjects.

Applications are due Feb. 15 for study for either or both semesters of the following academic year. Oxbridge majors simply confirm their plans by Feb. 1, as study in either Oxford or Cambridge is an integral part of the program for which they have already been accepted.

Regent's Park College. William Jewell College sustains a cooperative arrangement with Regent's Park College, Oxford, sending two students each year to study as visiting students at that institution. Founded by British Baptists in 1810, Regent's Park specializes in theological studies, though Jewell students are accepted to study history and literature as well. Students typically "read" in only one subject each term, receiving 11 credit hours per term for work successfully completed, 33 credit hours for the year.

Oxford Overseas Study Course. The Oxford Overseas Study Course is an independent private study program conducted by Francis Warner, Vice-Master of St. Peter's College, Oxford University, for students from a limited number of American colleges. Although the program is not connected to the University, it provides students with the opportunity to study in the traditional Oxford manner and to enjoy the University community. Students typically "read" two subjects each term, earning 11

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or 12 credit hours per term to a maximum of 33 credit hours for the whole year. Tutorial instruction may be arranged in subjects such as literature, history, politics, art or music history, economics, philosophy, religion, psychology, and mathematics.

Homerton College, Cambridge. A cooperative arrangement with Homerton College allows William Jewell students to study for a year as visiting students at that institution. Homerton's specialty is the education of future teachers, but the college offers a full range of instruction in subjects including sciences, history, literature, theatre, art, and music. Students typically take four seminar-style courses per term to earn 11 credit hours, 33 credit hours for the year.

Harlaxton College, England. William Jewell students join undergraduates from other cooperating American colleges to study at Harlaxton College, the British campus of the University of Evansville. The college is located in Harlaxton Manor, a magnificent Victorian estate located near Grantham, in Lincolnshire. The curriculum includes American-style courses in art, archaeology, business and economics, history, literature, mathematics, music, philosophy, political science, psychology, science and sociology, though only some of these subjects would be offered in any one semester. All students enroll in a core course of British Studies. Courses are taught by British faculty as well as by visiting American faculty from Evansville, Jewell and other participating colleges. The 4½-day class schedule offers travel opportunities throughout each semester. Applications, which are due by April 1 for either fall or spring semester of the following academic year, are accepted from students in good standing with an average of C or above.

The British Teacher Education Program. The education department sponsors a four-week summer study option in the British Primary schools.

The on-site experience is preceded by a preparatory course at William Jewell. For specific information see Education 470 and 475 under Courses of Study.

Seinan Gakuin University, Japan. William Jewell College offers an exchange program with Seinan Gakuin University of Fukuoka, Japan, in which William Jewell students study at Seinan Gakuin, and Japanese students attend Jewell for a full academic year.

Instruction is in English for students from the United States; courses include Japanese language and humanities and social science courses related to Japan. Typical offerings might include Calligraphy, Cultural Anthropology, Japanese Culture and Society, Japanese History, Japanese Law and Government, and Modern Japanese Literature in Translation. In a year of successful study at Seinan Gakuin, a student will earn 30 to 32 hours of credit and may also earn a major in Japanese studies.

See Japanese Studies under Courses of Study.

Program costs are the same as William Jewell's total tuition, fees, room and board costs for the academic year.

Applications will be accepted from William Jewell students in good academic standing, with an average of C or above and demonstrated maturity and sense of responsibility. Applications are due February 15 for study at Seinan Gakuin the following year.

Paris, France. With the cooperation of Central College in Iowa, students study in one of two programs in France. Each begins with a month of intensive French language study at the Alliance Francaise. From there, the student enters one of two program options:

La Sorbonne. Three levels of instruction are offered in conjunction with one of the world's oldest and most respected universities. The Advanced Program is for students with three years of college French and a solid background in European history, civilization and literature. Lectures are the primary mode of instruction, and grades are based entirely on final exams. In the Regular Program, students with at least 12 hours of college French will study language and civilization. The Introductory Program puts the beginning student immediately into basic French language courses.

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Institut Catholique. The Institut program is similar to that at the Sorbonne, but it requires a year of study. Entering students must have completed at least 12 hours of college French. The teaching style is more familiar to American students, with class discussion, written assignments and some final exams. Required are a practical language class and four to six civilization courses each of the three terms of the trimester. A slightly wider selection of courses is available. The Institut also offers a program in French business administration, an appealing option for the student headed for a career in international business. The business program is offered in two levels, and at its conclusion the student may qualify, through examination, for an official endorsement from the prestigious *Chambre de Commerce de Paris*.

To apply for the programs in Paris, contact the Coordinator of Overseas Study. Application deadline is February 15 for fall semester and October 1 for spring semester.

Germany and Austria. A Central College program also allows students with at least 12 credit hours of German to study in German-speaking countries. The first two months of this program are spent in Germany, working in intensive language study at a Goethe Institute and preparing for the academic experience to come. The student then moves to Austria, to Central's programs in conjunction with the University of Vienna. The academic system requires outside reading and individual research, formalized lectures and one final exam to determine the grade. Internships in international business, government and education are available to full-year students who do good work during the fall semester. Applications for the program must be submitted by March 15 for fall semester or October 1 for spring semester.

University of Granada, Spain. The whole country is the classroom in this Central College program, which is based in three different locations—a rural setting, the nation's capital and a large provincial city. Two distinct programs are available: the Regular Program, for students who have completed at least 12 hours of college-level Spanish, and the Ad-

vanced Program, for the students who have had three or four years of college-level Spanish or substantial overseas experience previously in a Spanish-speaking country. There are a number of course options to fit the student's own educational interests. In all cases, instructors are native professors from the University of Granada, and all the work is done entirely in Spanish. Deadline for applications is March 15 for fall semester and October 1 for spring semester.

Winterim in Germany. Interest in Germany is the only prerequisite for this Winterim experience. For about a month, participants study the geography, culture, architecture, history, music, art and literature of this fascinating country. The trip includes a visit to East Germany and East Berlin and skiing in the Alps. Offered in alternate years with French Winterim, the German tour has an application deadline of September 30. Offered in January of even years.

Summer Study in Spain. Students may earn 10 semester hours of credit in Spanish in an intensive program of language and cultural study in Spain, offered during June and July of even years.

The study program is arranged according to individual needs. All courses are taught in Spanish by William Jewell's resident professors, Dr. Antonio Vera, a native of Spain, and Dr. Catherine Vera.

All students in good academic standing qualify for admittance to the program. Applications are due March 15. (Note: Financial aid is not available for summer study.)

Oxford Joint Appointment

William Jewell is the first college in America to join the faculties of a British and U.S. institution. Members of the faculty at Regent's Park College, Oxford, are faculty members at William Jewell in this historic joint appointment. William Jewell faculty exchange with Regent's faculty for teaching and research each year. One Regent's faculty member teaches at William Jewell each semester. Regent's faculty are listed in this catalog.

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The 4-1-4 Calendar

William Jewell College employs a 4-1-4 academic calendar, including two regular semesters in the fall and spring and a two-week Winterim session in January. In this arrangement, the normal course load for each semester is four courses of four semester credit hours each. The student may also elect to take certain "adjunct" courses in physical education activities, applied music, and other skills development or enrichment areas.

In addition to the 4-1-4 academic year, the college offers an eight-week summer school beginning in June. Regular courses and special workshops are offered during the summer.

The Evening Division

William Jewell's evening division provides undergraduate courses of study for individuals who cannot pursue an educational program during the regular day session of the college.

The evening division curriculum offers courses to meet a broad range of interests and needs. While course offerings from more than 20 academic areas are available, special emphasis is given to accounting, business management, economics, psychology, sociology, and systems and data processing.

The evening division also provides some specialized non-credit classes appropriate for an adult population. Students not desiring college credit may enroll for night classes provided they are at least 17 years of age and are capable of doing college-level work.

Evening division professors are selected from the regular William Jewell faculty and from business and professional organizations. The instructors are highly trained, professionally competent, and concerned with providing an educational experience of the highest quality.

Students are classified as day or evening division students on the basis of the number of day courses they are taking and the requirements of the degree that they are pursuing. Interpretations of such classification may be made by the Dean of the college or the Associate Dean for Continuing Education.

An evening division student may enroll for courses in the day division through the procedure outlined in item 4 below.

A day division student may enroll for evening division courses under the following conditions:

1. Evening division students have first priority in evening division classes.
2. Day students of senior standing who wish to enroll in a class during the day but are unable to owing to course conflicts, scheduling problems, work complications, participation in international programs, etc., may enroll in one or more evening course(s) by completing the dual enrollment form which requires the approval of their advisor. A maximum of five places will be held in each evening class for day students who wish to enroll in the course at the time of the regular pre-registration. Additional students may enroll the first night of class on a space available basis.

The day student's tuition will be determined by total hours enrolled (day plus evening) assessed at the day rate.

3. Day students may register for a course not offered in the day division by completing the dual enrollment form requiring the written approval of the advisor.
4. Evening students who wish to enroll in one day course may do so each semester through the registrar's office and will pay tuition assessed at the day rate for part-time students.

The Library

The Charles F. Curry Library plays a vital role in the academic life of William Jewell College. Located at the center of the campus quadrangle for easy access, the library furnishes facilities and materials for reference, research, and independent study. The open stack system allows students to browse through a collection of over 175,000 volumes and 700 periodicals, with thousands of government documents and new volumes added annually.

Mac Labs on the first floor contain several

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Macintosh computers and printers. Students may borrow word processing and graphic programs from the circulation desk.

A staff of professional librarians instructs in the use of all materials in the thoroughly equipped facility.

Curry Library, a four-story colonial style brick building, contains the private library of Charles H. Spurgeon, the great English preacher; the Dr. Louis Mertins Collection of signed manuscripts, first editions, and holographs; the "Ted Malone Collection of Poetry"; the famous "Hubmaier Collection" of the great Anabaptist reformer; and the William E. Partee Center for Baptist Historical Studies, sponsored by the college and the Missouri Baptist Historical Commission, an extensive collection of Baptist papers and other important historical material.

A Learning Resource Center, located in Pillsbury Music Center, provides audiovisual playback facilities in support of classroom activities. The latest in listening/viewing technology is available for individual use. All materials located in the LRC's collections may be found on the "Intelligent Catalog"—a computerized version of a card catalog.

Preparation for Special Careers

Believing that a liberally educated person is also an individual of high competence, the college prepares students for responsible professional roles in society. Some patterns of professional and pre-professional studies are outlined below.

Arts and Sciences. William Jewell College is fully accredited by the North Central Association of Colleges and Secondary Schools and approved by the Association of American Universities. Students are prepared to enter the finest graduate schools in the country with full undergraduate credit. Students who expect to attend graduate school

must, however, have superior academic records.

Students are advised to study the catalog of prospective graduate schools to ensure an undergraduate program which meets the special requirements of that school. The student's major professor should be consulted in planning a program of studies leading to graduate work.

Through a special grant, a William Jewell student may receive a scholarship for graduate study at Brown University, Rhode Island. The Marston-William Jewell Scholarship for graduate study at Brown Graduate School involves a nomination by William Jewell faculty and acceptance for admission by Brown. Further information on the scholarship is available from Brown University.

Business. The department of business administration and economics offers both general and professional training, preparing students for either graduate school or immediate entry into business or industry. The department seeks to equip students with a well-rounded knowledge of the dynamic character of economic society and the responsibilities faced by professionals in the business field.

Hull Fellows. A. Major Hull '38 has made available a program whereby each year twenty seniors majoring in the department are selected by the department faculty as Hull Fellows. These students are recognized as outstanding seniors and are eligible to participate in a number of programs designed to give them the opportunity to make contacts in the business world and to assist them in making the transition from student to employee.

Dentistry. Admission into a college of dentistry requires at least two full years of work in an accredited liberal arts college, comprising not less than 60 semester hours. Students should consult the catalog of the school they plan to enter. Required courses usually include two semesters of each of the following: biology, English, inorganic chemistry, organic chemistry and physics.

Undergraduate preparation also should include

The Academic Program

courses which broaden the intellectual background of the student. Recommended elective subjects include advanced courses in business, English, foreign language, history, philosophy, political science, psychology, and sociology.

Education. William Jewell College has long served the communities of America by educating teachers for public schools, colleges and universities. The department of education provides preparation for elementary school teachers, subject area teachers in high school or junior high school and teacher/athletic coaches. Through careful planning, students can receive both the baccalaureate degree and state certification for teaching. (The purpose of the Teacher Education Program and the list of approved programs offered may be found in the Education Department section of this catalog.)

The department of education offers excellent undergraduate preparation for graduate study at the master's or doctoral level. Many William Jewell alumni are active in professoriates at major universities and colleges in the United States.

Engineering. William Jewell College is one of a limited number of liberal arts colleges which have entered into an agreement with Washington University in St. Louis for a "three-two" 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 A.B. degree and the B.S. degree in engineering.

William Jewell College also maintains similar "three-two" plans with Columbia University in New York, the University of Missouri at Columbia, and the University of Kansas (electrical engineering only).

Students who expect to receive an A.B. degree before entering an engineering school 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 unusually heavy, students are advised to plan their work very closely with the official advisor for this specialized program.

Pre-Engineering Program of Studies. For students intending to complete professional study at Washington University in St. Louis, Columbia University in New York, the University of Missouri at Columbia, or the University of Kansas, the following program is suggested:

Freshman

FIRST SEMESTER	HRS.
Chemistry 101	4
Mathematics 199	4
English 100	4
American History/Western Civ.	4
	16

SECOND SEMESTER	HRS.
Chemistry 102	5
Mathematics 200	4
Communication 100	4
Graphics 105	2
P.E. 100 + Activity	2
	17

Sophomore

FIRST SEMESTER	HRS.
Mathematics 201	4
Physics 213	5
Foreign Language	4
Religion	4
	17

SECOND SEMESTER	HRS.
Physics 332 or 318	3
Physics 214	5
Foreign Language	4
Humanities	4
	16

Junior

FIRST SEMESTER	HRS.
Physics 443	4
Physics 322-323	4
Social Science	4
Humanities	4
	16

SECOND SEMESTER	HRS.
Mathematics 202 or 281	4
Physics 316-317	4
Literature	4
Social Science	4
	16

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Forestry. William Jewell College, in cooperation with the School of Forestry of Duke University, offers a five-year coordinated program in forestry (three years at William Jewell and two years at Duke University), leading to both the bachelor of arts and master of forestry degrees. Applicants for this liberal arts-forestry program should so indicate at the time of enrollment in college. Details of the pre-forestry curriculum are available in the department of biology.

Journalism. Courses needed for admission to professional schools of journalism usually include Freshman English, 4 semester hours; literature, 6 semester hours, including 4 semester hours of British literature; biological or physical science, with lab, 4 or more semester hours; economics, 4 semester hours; foreign language, through completion of the intermediate (third semester) course; political science (American Government), 4 semester hours; sociology, 4 semester hours.

Law. Almost every accredited law school recommends that students expecting to enter an accredited law school should pursue undergraduate work with the following objectives in mind: 1) clear comprehension and concise expression in the use of language, 2) historical and critical understanding of human institutions and values, 3) creative power in thinking. Courses in biology, debate, economics and accounting, English, history, philosophy, political science and speech are recommended. Students have considerable latitude in choice of majors, but intensive application and a high level of attainment are important. Consult with a member of the Pre-Law Committee for advising (members are listed in back of this catalog).

Medical Technology. In cooperation with North Kansas City Hospital, William Jewell College offers a four-year program leading to a bachelor of science degree and registration as a medical technologist. The first three years are spent in residence at William Jewell with the fourth year in the hospital program. After the successful completion of the program, a student may be certified in this field by passing

one of several examinations. A student in this program may emphasize either biology or chemistry.

The following curriculum would lead to a B.S. degree in **medical technology** with an emphasis in biology:

Biology—

Required: 131, 132, 221, 244, 346, 410.

Recommended: 243, 325, 420, Parasitology

Chemistry—

Required: 102 (or 105), 206, 301-302, 306.

Recommended: 303.

Mathematics—

Required: 145.

Recommended: 216, familiarity with computers.

Physics—

Required: 111, 112 (or 213, 214).

General Education Requirements:

English 100

Communication 100

Physical Education 100

1 hour of PE activities

Religion 115, 116, or 117

12 hours of Social Sciences

8 hours of Humanities (including 4 hrs. in literature)

The following curriculum would lead to a B.S. degree in **medical technology** with an emphasis in chemistry:

Chemistry—

Required: 102 (or 105), 206, 301-302, 306.

Recommended: 303.

Biology—

Required: 132, 221, 244, and 410.

Recommended: 131, 243, 325, 346, 420,

Parasitology.

Mathematics—

Required: 145 or higher.

Recommended: 216, familiarity with computers.

Physics—

Required: 111-112 (or 213-214).

The Academic Program

General Education Requirements:

English 100

Communication 100

Physical Education 100

1 hour of PE activities

Religion 115, 116, or 117

12 hours of Social Sciences

8 hours of Humanities (including 4 hrs. in literature)

Medicine. Students planning to study medicine should consult the chairman of the pre-medical advisory committee. The number of years of pre-medical work required varies with different schools. Some schools require only three years, but most now require the bachelor's degree. Students who expect to be admitted to a medical school must maintain a high scholastic record.

Admission to a health professional school is based on an aptitude test, scholastic record, and recommendation from the college pre-medical advisory committee.

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, 4-8 semester hours. The remaining courses should be selected from the Humanities or Social Sciences: economics, English literature, history, philosophy, psychology, sociology. Some schools require a reading knowledge of French or German. Students should consult catalogs for medical schools that they expect to attend.

Some professional health options for students are allopathy, dentistry, optometry, osteopathy, podiatry and veterinary medicine.

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

I. The function of pre-seminary studies

Skills and mindset

1. Communication skills: writing and speaking.
2. Ability to think critically.

3. Appreciation for the great Christian traditions while attentive to one's own and others' experiences.

4. Awareness of growing sense of moral responsibility, both personal and social.

5. Awareness of the world and its complexities, especially as they relate to the Christian mission.

Information Base

1. A fundamental understanding of the tools and methods of biblical interpretation.

2. A basic grasp of biblical history and the Christian heritage.

3. An awareness of the theological and biblical resources which shape Christian ethics.

4. Familiarity with the historical, philosophical, and literary developments of Western civilization.

5. Awareness of non-Christian and non-Western religious traditions.

6. A basic competence in New Testament Greek syntax, grammar, and reading skills.

7. Some basic "hands on" experience in ministry (through the Church-Related Vocations program)

II. 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 six four-hour courses beyond the basic religion course required of all William Jewell students. 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

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Evangelism—religion + communication
Mission Field—religion + foreign language
Christian Counseling—religion + psychology
Denominational Service—religion + business

III. General Information

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

2. Students desiring continuation of their Church-Related Vocation tuition concession are advised to see the director of the Church-Related Vocation program at each fall registration period.

Nursing. The nursing program reflects the broad educational values of William Jewell College and leads to a bachelor of science degree which is the educational requirement for professional nursing practice. A carefully planned four-year curriculum includes courses in the liberal arts and sciences, nursing

courses, and courses supporting the professional studies. The program and admission procedures are described in the nursing section of Courses of Study.

Occupational Therapy. In cooperation with Washington University of St. Louis, William Jewell offers a three-two program in occupational therapy leading to an A.B. from William Jewell and a B.S. from Washington University. The first three years are spent at William Jewell and the final two at Washington University.

Students must complete at least 60 semester hours at William Jewell with an average grade of B or better. The following courses are required in addition to the other general education requirements for an A.B.:

English Composition	4 cr. hrs.
Sciences/Laboratory	
Biology/Zoology	8 cr. hrs.
Chemistry	4 cr. hrs.
Physics	4 cr. hrs.
Math/Statistics	4 cr. hrs.
Social Sciences	
Psychology	8 cr. hrs.
(Child Development and Abnormal Psychology)	
Sociology	8 cr. hrs.
Electives	20 cr. hrs.

For more information on the program, contact the chairman of biology.



Courses Of Study/Art

COURSES OF STUDY

Courses in the college are organized by academic departments, or disciplines, with an increasing number of courses offered along interdisciplinary or cross-departmental lines. Students may choose from 27 conventional areas of concentration, "majors," or they may design an area of concentration in consultation with their advisor, using the resources of one or several academic departments.

Some examples of self-designed curricula are noted in the section on Curriculum, in this catalog. Conventional majors include accounting, art, biology, British studies, business administration, chemistry, communication, computer science, economics, elementary and secondary education, English, French, history, international relations, mathematics, medical technology, music, music education, nursing, philosophy, physical education, physics, political science, psychology, public relations, religion, sociology, Spanish, and systems and data processing.

Students choosing an area of concentration, whether conventional or non-traditional, will need to see that it meets certain guidelines:

1. It must have an inner logic and coherence based on clearly stated principles of organization. The coherence should be easy to establish in traditional departmental majors, though even here it should be thought out so that the principles of organization are clear. In a non-traditional major these principles will be especially important to the validity of the program.
2. It must be clearly defined in scope so that it is not excessively broad or narrow.
3. It must take into account outside requirements that may affect the student's goals: teacher certification, graduate school admission, etc.
4. It must take into account the language or competency requirements associated with the proposed area of concentration. These requirements will be established in the same manner as specific course requirements for the area.

The college reserves the right to add courses or omit courses for which demand is insufficient to justify offering. Credit for courses is

indicated in semester hours. Courses in the series 300 and 400 are primarily for juniors and seniors. The official schedule of classes is presented in a newspaper distributed prior to preregistration each semester.

With the written approval of the instructor, the department chairman, and the Dean of the college, any courses herein listed may be offered for fewer than the number of credit hours indicated.

COURSES LISTED MEET EVERY SEMESTER EVERY YEAR UNLESS OTHERWISE INDICATED.

Art

Professor Johnson, chairman; Assistant Professor Lueders.

Major: 36 hours (with grades of C or better); normally including ART 125, 225, 325, 250, 251, 203, 303, 312, 450. Students completing a second major in art must also complete the General Education requirements for the bachelor of arts degree.

Students in printmaking are required to donate examples, mutually acceptable to student and department. Graduating art majors are required to donate an example of their work, mutually acceptable to student and department.

Students majoring in art may receive certification to teach art in grades K-12 in the State of Missouri by completing the General Education, Professional Education, and Teaching Field Requirements outlined in the *Student Handbook for Teacher Certification*, available in the department of education office.

103. Ceramic Design. 4 cr. hrs.
Hand constructed and wheel thrown pottery. Basic glazing techniques.

125. Drawing and Painting. 4 cr. hrs.
Basic drawing and painting techniques.

203. Visual Design. 4 cr. hrs.
Basic composition; color. Essentially two-dimensional with various materials. First semester.

225. Drawing and Painting. 4 cr. hrs.
Advanced drawing; oil painting techniques. Prerequisite: ART 125.

Art

240. Artforms: Understanding and Enjoying the Visual Arts.

4 cr. hrs.

An introductory course designed to promote understanding and enjoyment of the visual arts. Second semester.

250. Western Art History I.

4 cr. hrs.

Survey of prehistoric through Gothic art and architecture. First semester.

251. Western Art History II.

4 cr. hrs.

Survey of art and architecture from Early Renaissance up to the 20th century. ART 250 recommended but not required. Second semester.

303. Sculptural Design.

4 cr. hrs.

Three-dimensional and sculptural design. Second semester.

312. Printmaking Studio.

4 cr. hrs.

Basic techniques and experiments in monotypes, relief and silkscreen. Prerequisites: ART 125, 203. First semester.

325. Drawing and Painting.

4 cr. hrs.

Advanced painting. Prerequisites: ART 225, 203.

149, 249, 349, 449. Special Techniques.

2 cr. hrs.

Includes but not limited to the following, as student demand and faculty availability allow course to be offered. 100 level must be taken before 200 level.

149a. Jewelry.

149b. Photography (Eve. Div.).

149c. Weaving/Fibers.

149d. Ceramics.

149e. Calligraphy.

149f. Independent Study (Art Strands).

149k. Airbrush.

149l. Figure Drawing.

149n. Graphic Design.

450. Senior Portfolio and Exhibit.

2 cr. hrs.

Selection of a special project to be completed in time for senior exhibit. Regular consultation with department chairman.

Biology

Professor Dilts, chairwoman; Professor Wagenknecht; Associate Professor Newlon; Assistant Professor Scottgale.

The biology department offers a bachelor of arts degree in biology. Those who select biology as a second major must complete the General Education requirements for the bachelor of arts degree. Upon completion of a biology major a student will have been exposed, through comprehensive introductory biology courses and a wide selection of advanced courses, to a broad biology background while having had the opportunity to explore specific areas of interest through special topics seminars and a senior thesis project. In addition, the student will have been enriched by seminars that focus on the history and philosophy of science and the moral/ethical and socio-political dimensions of biology. A degree in biology would allow a student career options in such fields as education, research, medicine, biotechnology and industry either through immediate entry into the career or further study at the graduate level.

The department also offers opportunities for study outside of the traditional major (see section in catalog entitled Preparation for Special Careers). Those interested in careers in health-related fields may earn a bachelor of science degree in medical technology with emphasis in biology or participate in a three-two program in occupational therapy with Washington University in St. Louis leading to a B.A. in biology and a B.S. in occupational therapy. For those interested in forestry, William Jewell offers a three-two program with Duke University leading to a master of forestry degree.

Students majoring in biology may receive certification to teach biology in grades 7-12 in the state of Missouri by completing the General Education, Professional Education, and Teaching Field Requirements outlined in the *Student Handbook for Teacher Certification*, available in the office of the department of education.

Required for a bachelor of arts degree in biology are the following:

1. Admission to the department:

BIO 131 & 132 or the equivalent;
2.5 grade point average minimum;
a formal application and interview

2. Chemistry:

Minimum: CHE 101, 102 or equivalent
(organic chemistry is strongly recommended)

3. Physics:

Minimum: Physics 111, 112

4. Math:

minimum: MAT 145 or equivalent
(at least one semester of calculus is strongly recommended)

5. Senior thesis:

three-semester laboratory or library research project (BIO 398-401)

6. Other required courses:

BIO 131, 132—introductory courses
BIO 136 and 337—"enriched major"
seminars

BIO 407—selected topics seminar
one course from botany offerings: BIO 210, 315 or 403

two courses from zoology offerings, one from each grouping (A,B): **A**—BIO 241, 244, 324, or 325; **B**—BIO 355, 356

two courses from cell and molecular offerings, one from each grouping (A,B): **A**—BIO 346 or 420; **B**—BIO 221, 410 or CHE 303

BIO 107, General Biology, is intended to meet distribution requirements for non-majors in the area of Mathematics and Natural Sciences and may not be taken to satisfy the biology requirements for the major. BIO 243, Human Anatomy, may not be taken to satisfy the requirements for a biology major.

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

107. General Biology. 4 cr. hrs.

An introduction to the methodology and fundamental concepts of the biological sciences. Intended for those students who do not plan to major in biology or a related area. Students

Biology

intending to major in biology, nursing, or other pre-professional areas should enroll in BIO 132. First semester. The course includes one lab period per week.

131. Organismal Biology. 4 cr. hrs.

A survey of the organisms found in the five kingdoms of the biological world, their evolution and relationships to the environment. First semester. The course includes one lab period per week.

132. Cells and Systems. 4 cr. hrs.

An introduction to the study of modern biology. The student will study life's processes at the cellular level as well as how these activities are performed in tissues, organs, and organ systems. Intended for the pre-biology major or pre-professional fields related to biology. Required of all biology majors. Second semester. The course includes one lab period per week.

136, 337. Freshman and

Junior Seminars.

1 cr. hr. each

Seminars providing freshman and junior biology majors the opportunity to respond critically to the history, philosophy and ethics of science and to relate these concepts to the social and political concerns of the day. Prerequisites: For 136, a desire to be a biology major, successful completion of BIO 131 and enrollment in BIO 132. Second semester. For 337, Junior standing in biology. First semester.

210. Plant Biology. 4 cr. hrs.

A morphological and taxonomic study of the plant kingdom. Prerequisites: BIO 131, 132. Second semester. The course includes one lab period per week.

221. Microbiology. 5 cr. hrs.

Study of the structure, physiology, genetics, taxonomy and ecology of bacteria and viruses. Prerequisites: BIO 132 or equivalent; CHE 101 and 102 or equivalent. First semester. The course includes two lab periods per week.

241. Comparative Anatomy. 5 cr. hrs.

The study of the gross structural organization of representative vertebrate species. Prerequisite: BIO 131 and 132 or equivalent. Alternating years. First semester, 1990-91. The course includes two lab periods per week.

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. Prerequisites: BIO 132 recommended. First semester. The course includes one lab period per week.

244. Human Physiology. 4 cr. hrs.

This course is a comprehensive study of the functions of the human body. The major theme emphasizes homeostasis and how a dynamic counterbalance of all systems interacts to maintain the internal environment. Prerequisites: BIO 132, CHE 102 or equivalent. Second semester. The course includes one lab period per week.

301. Environmental Field

Studies.

2-6 cr. hrs.

A field study of environments distinct from those found in the Midwest. Offered on demand.

315. Mycology. 4 cr. hrs.

A study of the fungal-like protista and the Kingdom Fungi. Prerequisites: BIO 131 and 132. Alternating years. Fall semester, 1992-93. The course includes one lab period per week.

324. Developmental Biology. 4 cr. hrs.

The study of patterns and mechanisms of vertebrate embryonic development. Prerequisites: BIO 131 and 132; CHE 101 and 102 or equivalent. Alternating years. First semester, 1991-92. The course includes one lab period per week.

325. Histology. 4 cr. hrs.

The study of the microscopic anatomy and function of vertebrate tissue and organs. Prerequisites: BIO 131 and 132; CHE 101 and 102 or equivalent. Alternating years. First semester, 1992-93. The course includes one lab period per week.

346. Genetics. 4 cr. hrs.

Mendelian and molecular genetics. Prerequisite: 12 cr. hrs. of biology; CHE 102 or equivalent. Organic chemistry recommended. Open to juniors and seniors or by consent of instructor. Second semester. The course includes one lab period per week.

355. Natural History I. 4 cr. hrs.

A study of the geology and ecology of aquatic

habitats and the taxonomy of organisms inhabiting those habitats. Prerequisites: BIO 131 and 132. Alternating years. First semester, 1991-92. The course includes one lab period per week.

356. Natural History II. 4 cr. hrs.

A study of the geology and ecology of terrestrial habitats and the taxonomy of organisms inhabiting those habitats. Prerequisites: BIO 131 and 132. Second semester. The course includes one lab period per week.

398, 399, 400, 401. Senior Thesis

1-3 cr. hrs. each.

A three-semester (minimum) laboratory or library research project required for the major. The possibility also exists for projects of shorter duration, but these will not fulfill the senior thesis requirement. Both require consent of the department chairperson. Applications and syllabi may be obtained in the department chairperson's office.

403. Plant Physiology 4 cr. hrs.

A study of the principal physiological processes in plants, including water relations, food synthesis, digestion, translocation, respiration, and growth. Prerequisites: BIO 131 and 132; CHE 101 and 102 or the equivalent. Alternating years. First semester, 1991-92. The course includes one lab period per week.

407. Selected Topics in Biology 1 cr. hr.

A seminar class that allows an in-depth study

of topics selected from various fields in biology, e.g., human genetics, neurophysiology, animal behavior. Prerequisites: BIO 131, 132, and junior/senior standing. First and second semesters.

410. Immunology. 4 cr. hrs.

A study of the cellular and developmental biology of the vertebrate immune system including the biochemistry, genetics and pathology of the system. Prerequisites: BIO 131, 132, CHE 101, 102 or equivalent; organic chemistry strongly recommended. Alternating years. Second semester, 1991-92. The course includes one lab period per week.

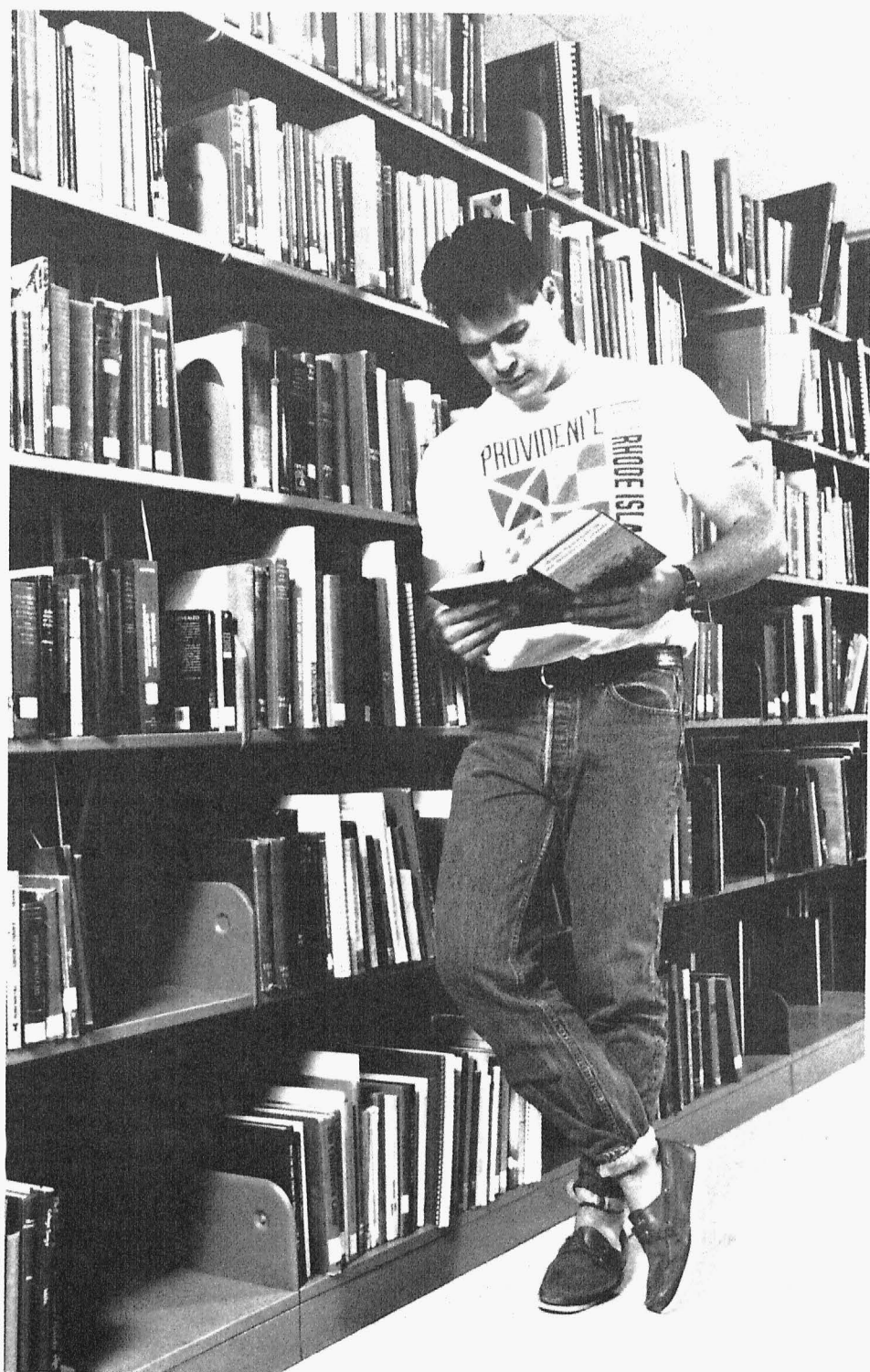
420. Cell Biology. 4 cr. hrs.

The dynamic nature of the cell and the homeostatic mechanisms of the cells will be studied. Prerequisites: BIO 131, 132, CHE 101, 102, Organic Chemistry. Alternating years. First semester, 1990-91. The course includes one lab period per week.

Nutrition

307. Nutrition 2 cr. hrs.

A 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. It may not be used to satisfy requirements in mathematics and the natural sciences. Prerequisite: CHE 102.



British Studies

British Studies

Because of the great value of the English tradition in our governmental forms and practices, in our literature, and in our culture more generally, and because of William Jewell College's close ties to the Harlaxton Study Center and to colleges at Oxford and Cambridge Universities, an interdisciplinary major which focuses on British studies is a natural liberal arts major. The following courses are especially recommended from the William Jewell curriculum, to be combined with courses taken in England; the major ends in a bachelor of arts degree and must include 24 credit hours but no more than 40.

Strongly recommended as electives are these courses:

History 101 and 102, Western Civilization
Art History 251, 15th through 20th centuries
French, 12 or more credit hours (or French proficiency commensurate with 12 credit hours)

Required for the British Studies major:

English History (e.g., History 223) 4 cr. hrs.
Introduction to the Study of Language
(e.g., English 335) 5 cr. hrs.
Survey of English Literature
(e.g., English 465 & 475) 8 cr. hrs.

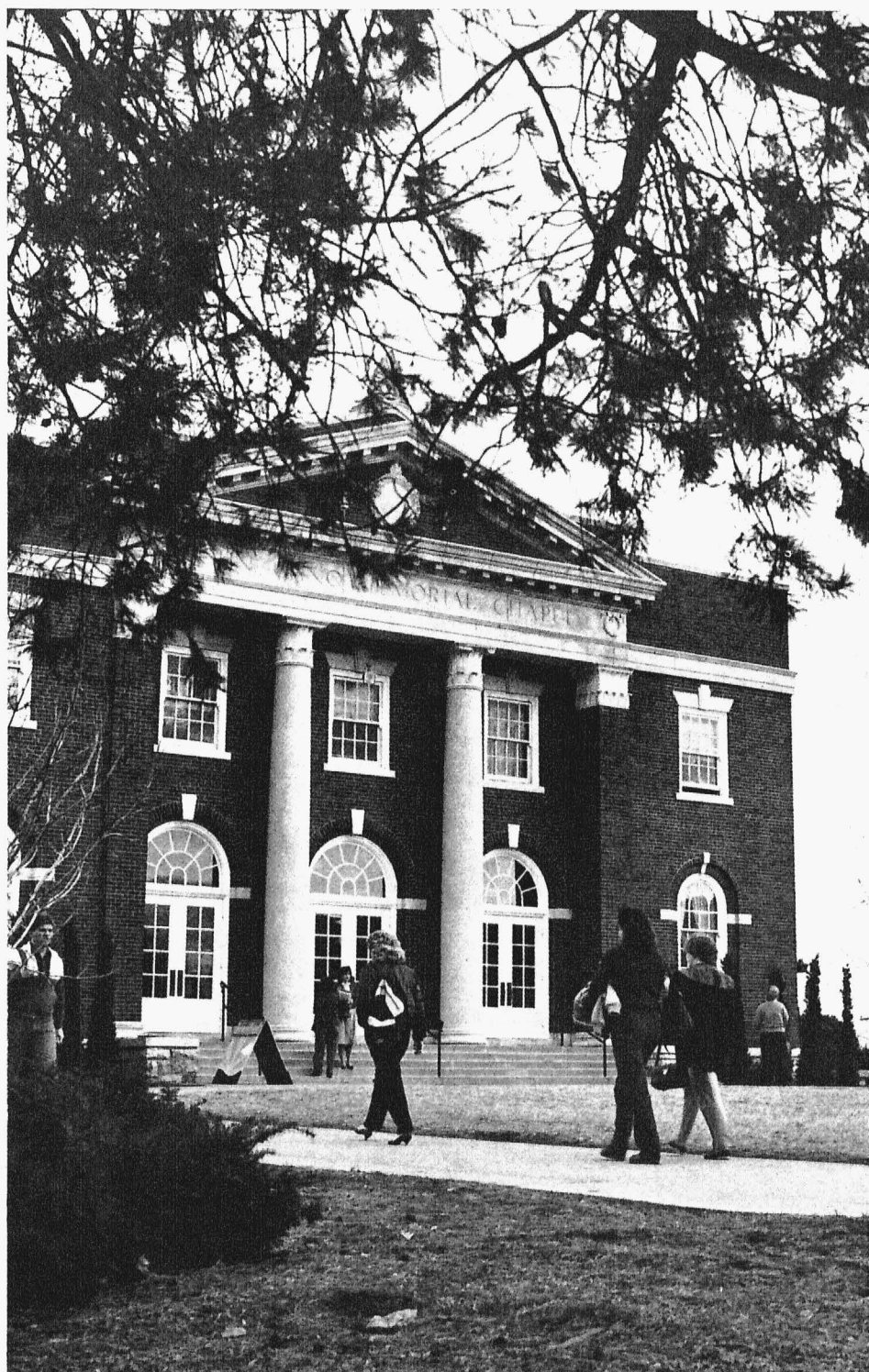
It is required that the British Studies major study for an entire year, preferably the junior year, in England. While there, the student should take tutorials or courses on specific English history or literary subjects.

In addition, the British Studies major might elect to do an Honors Project in a specific area of study, such as The Industrial Revolution or English Church Music of the Twentieth Century or Karl Marx's Impact on British Christian Denominations.

The British Studies major will take an independent study, British Studies 450 (4 to 6 credit hours), in the final senior semester; this experience will have as its chief purpose the synthesizing of work in the major program. An advisory committee will coordinate and direct the interdisciplinary major in British Studies.

450. Individual Project. 4-6 cr. hrs.

The British Studies Individual Project will be an independent study or tutorial with a broad and significant topic designed to cause the student to synthesize the work in the interdisciplinary major in British studies. Examples of such a topic are: The Concept and Forms of Freedom through English History; Images of the English Monarch; The Agrarian Experience; The English Worker's Self-Concept through History; The Effects of the Local Church Architecture on the Common Man in English Towns and Cities; Stained Glass, Organ Tones, Change Ringing, and Liturgy in England Since 1660. The student will prepare the topic with extensive reading and will write a paper, including bibliography. The course could be fulfilled as part of an Honors Project if all of the above stipulations are also met.



Business Adm. & Economics

Business Administration and Economics

*Professor Helsing, chairman;
Professors Hawkins, Miller; Boatwright
Professor of Economics Cook; Assistant
Professors Bell, K. Harris, Hoyt,
Jacobsen; Instructors Hotopp, Nickle.*

The three major areas offered by the department of business administration and economics are accounting, economics and business administration. Freshmen who are considering one of these majors should enroll in MAT 145 or MAT 199. Only freshmen who plan to major in accounting should take ACC 211 the **second** semester of their freshman year. Business administration majors are encouraged to take courses in communication, English, Foundations, mathematics, modern languages, philosophy, political science and psychology as electives or to fulfill general education requirements.

Admission. One of the requirements for completing a major in business administration is admission to the department of business administration and economics. Students must formally apply for admission. (Forms are available from the department chairman.) Students are encouraged to apply for admission to the department as soon as they have fulfilled the requirements for admission.

Requirements for admission:

1. Completion of 45 credit hours
2. Cumulative grade point average of 2.3 or above
3. Completion of MAT 145 (or equivalent), ACC 211, ECO 201, and BUS 201. The student must have received a grade of C or higher in each of these courses.

Accounting

Bachelor of science degree: A minimum of 31 hours in accounting, including ACC 211, 221, 311, 312, 335, 411, 421, 431, and 451. In addition, accounting majors must take ECO 201 and 202; and BUS 201, 231, 232, 315, and 318. Accounting majors must also take CST 155 and MAT 145. Requirements vary

by state to qualify to take the C.P.A. examination. Individual students are encouraged to develop a program which will meet these particular requirements. (Only accounting courses of four or more hours may substitute for those accounting courses which are listed as four-hour courses.) The student must receive a grade of C or higher in each of the courses required for the accounting major.

In addition to the requirements listed above, each major is to perform at a satisfactory level on the AICPA level II comprehensive examination which is taken during the senior year. The cost of this examination will be paid by the student.

211. Financial Accounting 4 cr. hrs.
The measurement of financial information, the accounting cycle and preparation of statements, analysis of statements, corporate and partnership forms of business. Only financial accounting courses of four or more hours may substitute for ACC 211. Prerequisite: sophomore standing or consent of instructor for freshman accounting majors.

221. Managerial Cost Accounting. 4 cr. hrs.
Fundamentals of cost accounting including cost-volume-profit analysis, job-order costing. Systems design, human behavior, budgeting, standard costs and variances are emphasized. Capital budgeting, process costing and a few related topics are studied. Only managerial cost accounting courses of four or more hours may substitute for ACC 221. Prerequisite: ACC 211 with grade of C or better.

311. Intermediate 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 and liabilities. Prerequisite: ACC 211 with grade of C or better. First semester.

312. Intermediate Accounting II. 4 cr. hrs.
Continuation of 311 with study including corporate capitalization, bonds, pensions, leases, accounting changes, analysis of financial statements, earnings per share and segment reporting. Prerequisite: ACC 311 with a grade of C or better. Second semester.

Business Adm. & Economics

335. Income Tax. 3 cr. hrs.
Laws and regulations, determination of taxable income, deductions, exclusions, making and filing returns. Prerequisite: ACC 211 with a grade of C or better. First semester.

336. Corporate Taxation. 3 cr. hrs.
Federal taxation of partnerships, corporations, estates, trusts, gifts and inheritance. The course will acquaint students with the process and mechanisms of taxation on the national level beyond that of the individual. A study of taxation of corporations in various conditions—as a going concern, as a liquidating concern and as a reorganizing concern—as well as taxation as it pertains to estates and gifts. Tax planning included. Prerequisite: ACC 335 with a grade of C or better. Second semester.

411. Advanced Accounting. 4 cr. hrs.
Accounting for partnerships, international transactions and companies. Special emphasis on consolidations. Prerequisite: ACC 312 with grade of C or better. First semester.

421. Governmental Accounting. 2 cr. hrs.
Concepts peculiar to the planning and administration of public and quasi-public organizations, such as government units, institutions, hospitals, and colleges. Prerequisite: ACC 211 with a grade of C or better. Second semester.

431. Auditing. 4 cr. hrs.
Examination of financial condition and accounting procedures by public accountants and internal auditors; professional ethics; auditing standards; working papers and reports. A study of SEC reporting requirement is included. Prerequisite: ACC 312 with grade of C or better and BUS 318. First semester.

451. Seminar in Accounting. 2 cr. hrs.
Study of the history and conceptual framework of accounting, research of current topics. Review for the required national comprehensive examination. Outline provided. Prerequisite: completion of all other required accounting courses with a grade of C or better. Senior standing. Second semester.

481. Accounting Internship. 6 cr. hrs. maximum
Open to majors who have a minimum GPA of 3.5 and have demonstrated excellence in accounting. Enrollment with consent of department through regular registration procedures. Requests must be submitted to the department before the term in which the work is to be completed. Performance will be evaluated through conference with the supervisor. Available only with firms having an established intern program.

360. Independent Studies in Accounting. 1-3 cr. hrs.

460. Independent Studies in Accounting. 1-3 cr. hrs.

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

Business Administration

Bachelor of arts degree: The following courses are required: ACC 211, and 221; ECO 201, 202, and 308; BUS 201, 301, 305, 315, 318, 406, and one other 300/400 level course in business administration, economics or accounting. In addition, CST 155 or CST 120 and 130, and MAT 145 are required. A comprehensive examination, the GMAT, or another qualified examination, will be required of all seniors. The cost of this examination will be paid by the student.

Bachelor of science degree: The following are required: ACC 211 and 221; ECO 201, 202, and 308 and one other three hour 300 or 400 level economics course; BUS 201, 231, 301, 305, 315, 318, 326, and 406. In addition, CST 155 or CST 120 and 130, and MAT 145 are required. Students must receive a grade of C or higher in each of these required courses. A comprehensive examination, the GMAT, or another qualified examination, will be required of all seniors. The cost of this examination will be paid by the student.

201. Organization and Management. 3 cr. hrs.
Fundamentals of organizational behavior and

Business Adm. & Economics

management principles. Classical functions of management and the impact of management decision making on the organization and the people within the organization are stressed. Prerequisite: sophomore standing.

231. Business Law I. 3 cr. hrs.

Contracts, agency, employment, sales. Prerequisite: sophomore standing. First semester.

232. Business Law II. 3 cr. hrs.

Corporations, partnerships, negotiable instruments, bailments, real and personal property. Prerequisite: sophomore standing. Second semester.

301. Personnel Management. 3 cr. hrs.

An examination of the personnel/human resource function, focusing on the complete cycle of personnel activities from initial human resource planning to final performance appraisal and outcomes. Prerequisite: junior standing, Bus 201.

305. Marketing. 3 cr. hrs.

A study of the institutions, channels, and functions involved in the distribution of goods. Prerequisite: junior standing, BUS 201.

315. Financial Management. 3 cr. hrs.

Forms of organization, financial institutions and instruments, legal aspects of finance, financial administration and decisions. Prerequisite: ACC 221 and ECO 201, 202.

316. Fundamentals of Investment Management. 3 cr. hrs.

Addressing such issues as investment setting and determination of investment objectives; primary and secondary markets and their regulation; economic and industry analysis; technical analysis; specialized investments; introduction to portfolio management and capital market theory. Prerequisite: BUS 315.

318. Elementary Statistics for Business and Economics. 3 cr. hrs.

An introductory course studying the methods of statistical description, statistical inference and decision analysis. Prerequisite: MAT 145 and junior standing.

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.

326. Quantitative Methods in Business and Economics. 3 cr. hrs.

An introduction to mathematical techniques and applications in business and economics with an emphasis on management decision making. Prerequisite: BUS 318.

401. Readings in Management. 3 cr. hrs.

A readings course designed to explore management topics in greater depth. Included among the management areas studied are traditional approaches to management, management ethics and social responsibility, organizational innovations and timely theories of management science. Prerequisite: senior standing.

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.

406. Business Problems and Policies. 3 cr. hrs.

A case study course, requiring students to apply knowledge acquired in their major program to solving complex problems which involve all the functional areas of business. Prerequisite: senior standing, preferably taken during last semester before graduation.

430. Marketing Research. 3 cr. hrs.

A study and application of marketing research methods and techniques. This course will be of particular interest to those students planning to work in management, sales or marketing. The course will address current methodologies used in marketing research. Subjects covered will include problem definition, sample design, data collection, data analysis and interpretation. Prerequisites: BUS 305, BUS 318.

451. Seminar in Business Administration. 3 cr. hrs.

Writing, presenting and discussing of substantive papers on selected seminar topics. Prerequisite: senior standing or consent of instructor.

Business Adm. & Economics

451A. Seminar in International Business.

3 cr. hrs.

Reading and discussing substantive papers on selected current issues and aspects of international business. Prerequisite: senior standing or consent of instructor.

481. Business Administration Internship.

6 cr. hrs. maximum

Open to majors who have a minimum GPA of 3.5 for the previous two semesters; enrollment with consent of department through regular registration procedures. Requests must be submitted to the department before the term in which the work is to be completed. Available only with firms having an established intern program.

360. Independent Studies in Business Administration.

1-3 cr. hrs.

460. Independent Studies in Business Administration.

1-3 cr. hrs.

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

Economics

Bachelor of arts degree: A minimum of 24 hours in economics including ECO 201, 202, 306, 307, 402, 404, 451 and one economics elective. Economics majors must also complete MAT 199 and BUS 318.

A student may take economics as a primary major only in the B.A. program. A student with a B.S. in another major may add a second major in economics by fulfilling the requirements listed in the preceding paragraph. Because the student will be receiving a B.S. degree, the student does not need to complete the additional general education courses required for a B.A. degree.

A comprehensive examination, the Graduate Record Examination, will be required of all seniors majoring in economics, the cost to be paid by the student.

201. Principles of Microeconomics.

3 cr. hrs.

The theory of the consumer, the costs of production, the theory of the firm, monopoly and competition. Prerequisite: sophomore standing.

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.

306. Microeconomics (The Price System).

3 cr. hrs.

The study of prices, production, consumption, resource allocation and market structures begun in course 201, which is prerequisite. First semester. Students may not receive credit for both ECO 306 and ECO 308.

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.

308. Managerial Economics.

3 cr. hrs.

Applied economic analysis of the firm, competitive structure within which it operates, and aggregate economic conditions which affect its decisions. Prerequisite: ECO 201, 202. Students may not receive credit for both ECO 306 and ECO 308.

320. Industrial Organization.

3 cr. hrs.

An analysis of the organization and behavior of several industries based upon economic theory and government competition policy. Prerequisite: ECO 201, 202.

324. Labor Economics.

3 cr. hrs.

The theory of wages, segmented labor markets, human capital, and the causes of unemployment. Prerequisite: ECO 201.

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.

404. Introduction to International Economics.

3 cr. hrs.

Trade incentives and patterns, comparative advantage, trade barriers and agreements, international finance and financial institutions. Prerequisite: ECO 201 and ECO 202 or consent of instructor.

Business Adm. & Economics

418. Public Finance.

3 cr. hrs.

The American tax and expenditure system as it affects employment efficiency, income distribution, and other objectives. Prerequisite: ECO 201 or consent of instructor.

451. Seminar in Economics.

3 cr. hrs.

Writing, presenting and discussing of substantive papers on selected seminar topics. Prerequisite: senior standing or consent of instructor.

481. Economics Internship.

6 cr. hrs. maximum

Open to majors who have demonstrated excellence in economics; enrollment with consent of

department through regular registration procedures. Requests must be submitted to the department before the term in which the work is to be completed. Available only with firms having an established intern program.

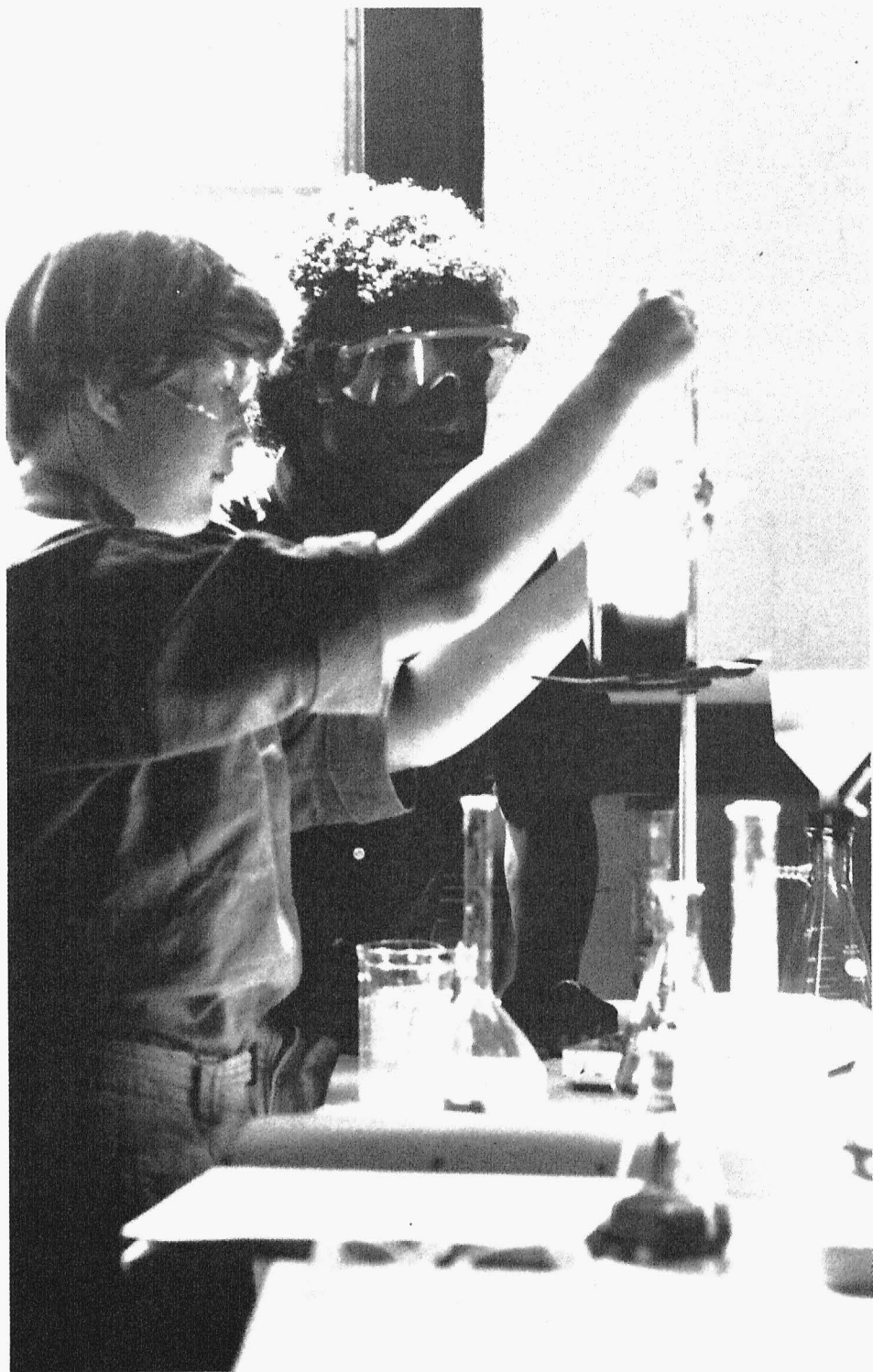
360. Independent Studies in Economics.

1-3 cr. hrs.

460. Independent Studies in Economics.

1-3 cr. hrs.

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



Chemistry

Professor Lane, chairman; Professor Dixon; Associate Professor Chejlava.

THE JAMES ANDREW YATES DEPARTMENT OF CHEMISTRY

A bachelor of arts degree with a major in chemistry requires the following courses: CHE 102 or 105, 206, 301, 302, 401, 303 or 306 or 402 or 404, two courses in physics (PHY 111 or higher), and two courses in calculus. 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 schools must complete in residence a minimum of 12 hours in chemistry courses numbered over 200 (and excluding independent study). Courses in chemistry which 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 bachelor of arts degree.

A student preparing for employment in chemistry, for graduate studies, or for teaching in secondary schools is strongly urged to take more than the minimal requirements in chemistry. Courses in computer science, additional mathematics, and PHY 213, 214 are also recommended.

Students preparing for the health professions will find that chemistry is an especially suitable area of concentration, since they can fulfill most of the prerequisites for medical study in the course of obtaining the major in chemistry. General chemistry and organic chemistry are required by medical schools, while biochemistry is usually recommended. Medical schools with an emphasis on research often suggest physical chemistry.

Students with a serious interest in the sciences will normally start the study of chemistry with either CHE 101 or 105. Most students' initial enrollment is in CHE 101, which assumes no knowledge of chemistry. However, those with a good background in chemistry and mathematics are encouraged to begin with CHE 105. Students who have had chemistry in high school and who wish to enroll in college

chemistry are urged to take a departmentally administered placement exam, the results of which will assist the student and advisor as decisions are made about how best to use the student's talents and preparation.

Students majoring in chemistry may receive certification to teach chemistry in grades 7-12 in the State of Missouri by completing the General Education, Professional Education, and Teaching Field Requirements outlined in the *Student Handbook for Teacher Certification*, available in the office of the department of education.

100. Chemistry for the Consumer. 4 cr. hrs. This is an introductory course in applied chemistry for the non-scientist. It focuses on chemical compounds and their reactions as they are experienced by people in their everyday lives. Typical topics include food chemistry, air and water pollution, chemistry of household products, energy generation, and the chemistry of sight and smell. The course includes one laboratory period per week. This course is not intended as a prerequisite for CHE 101.

101. General Chemistry I. 4 cr. hrs. Principles, concepts, and methods which 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. No background in chemistry is assumed, but a knowledge of elementary algebra is important. First semester.

102. General Chemistry II. 5 cr. hrs. This is a continuation of the introduction to chemistry which was begun in CHE 101. Typical topics include kinetics; equilibrium; acids, bases, and buffers; electrochemistry; nuclear chemistry; and organic chemistry. The course includes two laboratory periods per week. Prerequisites: CHE 101 and a knowledge of algebra. Second semester.

105. Chemical Principles. 5 cr. hrs. The course is intended primarily for students who come to college with a good enough background in chemistry and mathematics to allow them to complete their study of the

Chemistry

topics from general chemistry in only one course. The semester begins with a very fast review of topics from CHE 101. A thorough study of topics from CHE 102 follows. The course includes two laboratory periods per week. (Because of the duplication of material in CHE 102 and CHE 105, credit cannot be earned in both courses.) Prerequisite: permission of department. First semester.

206. Analytical Chemistry. 5 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 application of analytical methods to real-world problems. Two laboratory periods per week are scheduled. Laboratory exercises emphasize both development of technique and comparison of analytical methods. Prerequisite: CHE 102 or 105. Second semester.

301. Organic Chemistry I. 5 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; chirality; reaction mechanisms; nuclear magnetic resonance spectroscopy; and the chemistry of the alkanes, alkenes, alkynes, alcohols, ethers, aldehydes, and ketones. The course includes two laboratory periods per week. Prerequisite: CHE 206 or a good performance in CHE 102 or 105. First semester.

302. Organic Chemistry II. 5 cr. hrs.

The studies begun in CHE 301 continue in this course. Topics emphasized include infrared spectroscopy; the chemistry of carboxylic acids and their derivatives; synthesis and reactions of aromatic compounds; nitrogen-containing compounds; and polyfunctional group chemistry. The course includes two laboratory periods per week. Prerequisite: CHE 301. Second semester.

303. Biochemistry. 4 cr. hrs.

This is an introductory 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, amino acids, proteins, lipids, and nucleic acids. The course includes work in the laboratory. The course may be credited toward either a chemistry major or a biology major, as the student elects, but it cannot count toward both majors. Prerequisite: Organic Chemistry. Second semester.

306. Instrumental Analysis. 4 cr. hrs.

The course provides a study of chemical instrumentation which concentrates on the modular nature of modern instruments. Topics covered include analog and digital electronics, computer interfacing and data analysis, spectroscopy, chromatography, and electrochemistry. In the laboratory portion of the course students will assemble basic instruments from simple components as well as utilize available instrumentation for chemical analysis. Understanding the strength and limitations of methods and instrumentation is emphasized in both the laboratory and classroom portions of this course. Prerequisite: CHE 206. Second semester.

401. Physical Chemistry I. 4 cr. hrs.

Physical chemistry generally involves the study of the structures, physical properties, and interactions of individual molecules and collections of molecules. This first course emphasizes thermodynamics, approached from both classical (experimental) and statistical (theoretical) points of view. The one laboratory period per week will involve not only traditional experiments, but it will also include activities in data analysis and literature assignments. Prerequisites: CHE 206 and MAT 200. (Physics is strongly recommended.) First semester.

402. Physical Chemistry II. 4 cr. hrs.

This is a continuation of the types of studies started in CHE 401. Typical topics include quantum mechanics, kinetics, solution chemistry, and spectroscopic methods for studying molecular structure. The course includes one laboratory period per week, in which a formal and thorough style of writing reports is emphasized. Prerequisite: CHE 401 and computer literacy at the level of CST 120 or higher. Second semester.

403. Advanced Organic Chemistry.

3 cr. hrs.

The course undertakes a study of advanced topics from organic chemistry, including mechanism of reactions, stereochemistry, resonance, and the use of spectroscopic data in the determination of structures. The laboratory emphasizes synthetic techniques. One laboratory period per week is scheduled. Prerequisite: CHE 302. Second semester. Offered as student demand and faculty availability allow.

404. Advanced Inorganic Chemistry.

3 cr. hrs.

A systematic study of the chemical elements and their compounds is emphasized in this course. Particular attention is given to atomic and molecular structures, periodic relationships, chemical bonding, coordination chemistry, and inorganic reactions. Prerequisite: permission of instructor. Offered as student demand and faculty availability allow.

407. Qualitative Organic Analysis.

4 cr. hrs.

Emphasis is placed on the identification of organic molecules via their physical and chemical properties. The process of identification will involve both traditional and instrumental techniques. Two laboratory periods per week are scheduled. Prerequisite: CHE 302.

Offered as student demand and faculty availability allow.

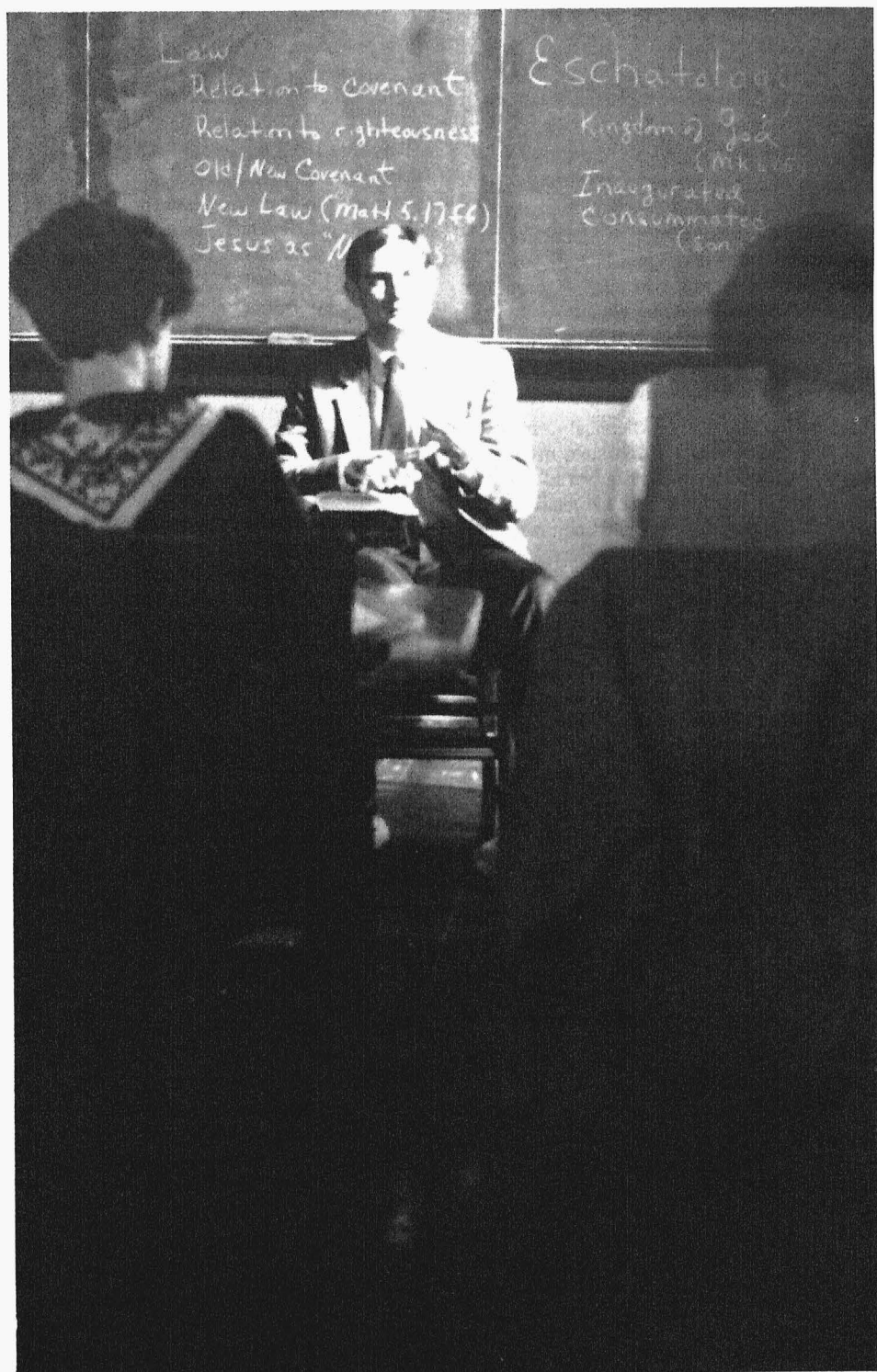
210, 310, 410. Introduction to Chemical Literature and Research.

1-3 cr. hrs. per semester

This is a course which allows a serious student in chemistry to undertake an individual project in literature and/or laboratory research. Prior to enrollment, the student must select a topic and secure the approval of the faculty member who will supervise the work on the project. The student will be expected to spend about 60 hours in research for each hour of credit. The work must culminate in a formal report, written in a style specified by the instructor.

This independent-study course should be employed as a supplement to and not a replacement for regular courses in chemistry. It may not be used as a vehicle for repeating work from another course in chemistry, and the grade from this course may not be used to replace the grade from another course in the calculation of a student's GPA.

The progression of course numbers from 210 to 310 to 410 corresponds to increased expectations for independence of the student and originality in the work.



Communication

Communication/ Public Relations

Professor Willett, chairman; Professors K. Harris, L.A. Harris; Assistant Professors Brown, Lane, Thompson; Instructors Adams, Larson.

The department offers a bachelor of arts degree with majors in communication and public relations. Any student with a second major in communication or public relations must complete all requirements for the bachelor of arts degree. A grade of C or higher is required in each course for the major.

A communication major consists of a minimum of 26 hours in communication courses numbered 200 or above, selected with advisor's approval according to the area of concentration. Communication 400, Philosophy 231—Logic, Communication 300, Communication 200, three hours of debate, four hours of theatre, and four hours of media are required of all majors. Communication 99, Library Research Techniques, is recommended for majors, although this course will not apply toward the major requirements.

Students majoring in communication may receive certification to teach in grades 7-12 in the State of Missouri by completing the General Education, Professional Education, and Teaching Field Requirements outlined in the *Student Handbook for Teacher Certification* available in the department of education office. Prospective speech teachers should take Education 348 and other courses in the department of education, 12 hours of theatre, 12 hours in public address, and six hours of electives in the communication field.

All majors must successfully complete a senior recital.

Public Relations Major

The major is for students interested in the communicative functions of business. It incorporates the following:

- The ability to communicate through writing and speaking;
- The ability to understand people;
- The ability to understand business.

It consists of 42 hours of courses numbered 200 or above as described in the following outline. A person majoring in public relations, desiring to double major in communication, must complete an additional 20 hours in communication. Communication 99, Library Research Techniques, is recommended for majors, although this course will not apply toward the major requirements. All majors must successfully complete a senior recital.

The following are **requirements**:

The Ability to Communicate

COM 300, Persuasion	4
COM 230, Press	4
COM 240, Telecommunications	4
ENG 305, Technical Writing	2
COM 400, Senior Seminar	2
	<hr/>
	16 hours

The Ability to Understand People

COM 250, Interpersonal	4
SOC 334/35, Cultural Anthropology	4
or	
SOC 339/40, Race Relations	4
PSY 304, Social Psychology	4
	<hr/>
	12 hours

The Ability to Understand Business

ECO 201, Microeconomics	3
or	
ACC 211, Financial Accounting	4
BUS 301, Personnel Management	3
BUS 305, Marketing	3
COM 360, P.R. Seminar	2
	<hr/>
	11/12 hours

Required Courses	39/40
Electives	2/3
	<hr/>
	42 hours

The following is a list of electives. They should be chosen with the **advisor's approval**.

ACCOUNTING (221)
ART (149b, 203)
BUSINESS (201, 231, 232, 401, 406)
COMMUNICATION (260, 280, 490)
PSYCHOLOGY (214, 317, 319)
SOCIOLOGY (351)

EVENING DIVISION

BUS 261, Sales Management

Communication

BUS 262, Organization and Management of a Small Business

BUS 306, Current Marketing Issues

BUS 308, Marketing Channel Analysis

BUS 331, Wage & Salary Administration

BUS 401, Readings in Management

BUS 406, Business Problems & Policies

Humanities: the following courses are strongly recommended:

Philosophy 231, Communication 310

99. Library Research Techniques. 1 cr. hr.

A practical introduction to library research techniques, resources, and strategies for effective library use. Not merely an orientation course for beginning students, but designed to be of significant value to students at all levels. Emphasis will be on the nature and use of bibliographical aids and researching the documented paper. (Elective credit only.)

100. Fundamentals of Speech Communication. 4 cr. hrs.

A study of speech communication theory and practice. Preparation and presentation of various forms of speech communication activities. Topics include public speaking, small group communication, non-verbal communication, audience analysis and listening. Fulfills requirement for graduation.

200. Voice and Articulation. 2 cr. hrs.

Concentration on the learning of the International Phonetic Alphabet and its application in the articulation and enunciation of the English language. Important for music, English, and education majors. Second semester.

221. Fundamentals of Argumentation and Debate. 3 cr. hrs.

The fundamentals of argumentative speech, analysis, outlining, evidence, and use of reasoning. Designed for the student who has no background in debate. Recommended for students preparing for ministry, law, and secondary speech education. Not open to students with extensive debate background. Prerequisite: COM 100.

230. Mass Media: The Press. 4 cr. hrs.

The techniques of newspaper writing, with stress on general reporting, features, and editorials. Problems in copy editing and

layout. Study of the role of the press in society. Practical work on the college newspaper. Prerequisite: Sophomore standing or above.

240. Mass Media: Telecommunications.

4 cr. hrs.

An introduction to radio, television, and other electronic media. Topics include: history of telecommunications, fundamentals of telecommunication technologies, audio and video production, broadcast programming, broadcast journalism, federal regulation of broadcasting, broadcast advertising, audience measurement, and moral, social and economic implications of telecommunications. Practical experience in the use of audio and video production equipment.

241. Recording Studio Techniques.

3 cr. hrs.

See course description for Music 241.

250. Interpersonal Communication.

4 cr. hrs.

A study of communication problems that cripple relationships; designed to help the student understand and apply new patterns for communicating with others. Communication problems are approached by involving students in structured exercises dealing with such areas as first impressions, perceptions, biases, inferences, listening, group dynamics, and semantics. Prerequisite: COM 100.

260. Organizational Communication.

2 cr. hrs.

Analysis of communication principles as they apply to communication networks within organizational structures. Prerequisites: COM 100. Alternate years. Second semester, 1991-92.

270. Basic Acting.

4 cr. hrs.

Participation with class members in acting scenes and work in improvisational exercises. Basic acting technique will be learned. Mainly a practicum course with an acting assignment in a publicly performed play as the culmination of the course. This course will fulfill the four-hour requirement for theatre. Required of communication majors with a theatre emphasis. Second semester.

Communication

271. Introduction to Theatre. 4 cr. hrs.

Overview of theatre history from Greek to the present. Major emphasis on representative pieces of dramatic literature. Units of study in production aspects of theatre. May be applied toward fulfillment of humanities requirements. Attendance at area theatre productions. This course will fulfill the four-hour requirement for theatre. Required of communication majors with a theatre emphasis. First semester.

280. Nonverbal Communications. 2 cr. hrs.

Analysis of nonverbal behaviors and the role they play in human interaction. Open to all students regardless of classification. Prerequisite: COM 100. Alternate years. Second semester, 1990-91.

300. Persuasion. 4 cr. hrs.

Study and practice in the construction and delivery of persuasive speeches, with a survey of pertinent studies. Emphasis on adaptation for special audience attitudes. Recommended for students who have had previous speech training; relevant for debaters, pre-law, and church-related vocation students. Required for majors. Prerequisite: COM 100 unless approved by the department chairman. Should be taken by majors the semester prior to COM 400.

310. Oral Interpretation. 4 cr. hrs.

Reading as a creative process. Individual guidance and practice to help students perfect skills in oral reading of all types of literature. Study of the vocal mechanism and development of body and voice as expressive agents. Required of communication majors with a theatre emphasis. This course will fulfill the four-hour requirement for theatre. May be applied toward fulfillment of humanities requirement. First semester. Prerequisite: COM 100.

360. Seminar in Public Relations. 2 cr. hrs.

An introduction to public relations. Topics include: history of public relations, the role of public relations in an organization, legal issues affecting the practice of public relations, internal and external publics, theoretical models of public relations, media relations, public relations management and the impact of public relations on society. A major public

relations project provides practical and writing experience. Prerequisite: COM 230.

370. Advanced Acting. 4 cr. hrs.

An in-depth study of acting theory concentrating on the techniques of Stanislavski and Grotowski. Most of the class time will be spent on laboratory theatre experiments. Final public performance to demonstrate individual theory developed by the student during the semester. Required of communication majors with a theatre emphasis. Prerequisite: Basic Acting. Recommended for education, English, and music majors. Alternate years. First semester, 1990-91.

371. Technical Theatre. 4 cr. hrs.

Theory and practice in design and construction of stage scenery and makeup. Projects in lighting, costuming, and other areas of theatre production. Emphasis on needs of theatre majors, teachers, and religious and educational drama enthusiasts. Required of communication majors with a theatre emphasis. Prerequisite: Basic Acting or approval of instructor. Alternate years. Second semester, 1990-91.

379. Junior Theatre Performance. 2 cr. hrs.

380. History and Criticism of American Public Address.

4 cr. hrs.
Historical and critical study of significant American speakers, with analysis of structure, content, and influence of their works. May be applied toward fulfillment of humanities requirement. Prerequisite: at least sophomore standing. Alternate years. Second semester, 1990-91.

390-397. Communication Activities.

½-4 cr. hrs.
Designed for special activities. Credit may be obtained in forensics, theatre, interpretation, radio, television, and writing, in addition to credit in regular courses. Activities and requirements should be planned in advance with the supervising staff member. Credit available each semester.

One-half (½) credit hour is awarded for every four hours of activity per week, one (1) credit hour for eight hours of activity per week, etc.

Communication

An accumulative 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.

390. Teaching Assistant.

391. Oral Interpretation Activity.

392. Forensics Activity.

393. Journalism Activity.

394. Broadcasting Activity.

397. Theatre Activity.

400. Senior Seminar. 2 cr. hrs.

Required of all senior communication and public relations majors as preparation for professional and graduate work. Prerequisite: COM 300. Offered each semester.

420. Forensics. 2 cr. hrs.

Advanced argumentation theory, public speaking experience, and interpretation skills appropriate for competitive speaking. Appropriate for debaters, individual events participants, pre-law students, and prospective forensics coaches. Offered on demand.

430. Feature and Editorial Writing. 2 cr. hrs.

Study and writing of specialized newspaper forms. Offered each semester.

470. Directing. 4 cr. hrs.

Designed to prepare future teachers, actors and young people's leaders to direct dramatic productions. Intensive work in play analysis. Instruction in casting, rehearsal schedules and overall production of a show. Practical experience in scenes and a one-act play. Required of communication majors with a theatre emphasis. Prerequisite: Basic Acting. Alternate years. Second semester, 1991-92.

479. Senior Theatre Performance. 2 cr. hrs.

A capstone theatre performance particularly designed for communication majors with a theatre emphasis, but open to other students upon consent of instructor. The student artist

directs, technically designs, and acts a major role in the theatrical production of a play. The course is usually taken in the senior year.

Theatre emphasis students may elect to have a junior performance as well as the required senior performance. Prerequisites: Basic Acting and consent of instructor. Advanced Acting, Directing, and Technical Theatre are strongly recommended before attempting the course. The theatre emphasis major may count toward graduation no more than eight credit hours in any combination of theatre performance and theatre activities.

480. Modern Rhetorical Theory. 2 cr. hrs.

Analysis of significant American speeches since 1960, with study of critical trends.

490. Communication/Public Relations Internship. 2-6 cr. hrs.

This internship is intended to help the student make the transition from formal academic study to actual on-the-job situations. The intent is to match student career goals with an appropriate cooperating organization in order to provide increased learning opportunities for the student, who also benefits by being able to include the internship experience in credentials. Prerequisites: the student must have completed 20 hours in the major and be at least a junior; for the public relations major the required 20 hours must include BUS 305, COM 230 and 360, ENG 305. Prior to enrolling for credit, the student must work with and have approval from the director of interns. Guidelines for the internship program are on reserve in the library, at the main desk, under COM 490. The guidelines must be followed if credit is desired.

499. Independent Studies. 1-2 cr. hrs.

Special creative projects or investigative studies designed by students and approved by department staff. Credit for graduation with Honors/Achievement may be given with 499. Increased credit for honors work may be given as determined by the advisor.

Education

Professor Stockton, chairman; Professors Bleakley, Moore; Associate Professor Green; Assistant Professor Garrison.

The purpose of the teacher education program of William Jewell College is to provide an organized, integrated system of quality courses and other developmental experiences for the preparation of elementary and secondary teachers within the context of a Christian liberal arts education. The program is designed to emphasize both the development of human values that enhance the quality of interpersonal relations and the skills necessary for effective instruction.

The Education Department in cooperation with several other academic departments of the college offers the following programs leading to teacher certification that have been approved by the Missouri State Board of Education:

*Art	K- 9
Art	K-12
Biology	7-12
Chemistry	7-12
*Early Childhood	Pre-K- 3
Elementary	1- 8
*English	7- 9
English	7-12
*French	K- 9
French	K-12
*Health	7-12
*Instrumental Music	K- 9
Instrumental Music	K-12
*Instrumental & Vocal Music	K -9
Instrumental & Vocal Music	K-12
*Mathematics	7- 9
Mathematics	7-12
*Physical Education	K- 9
Physical Education	7-12
Physical Education	K-12
Physics	7-12
*Science	7- 9
*Social Studies	7- 9
Social Studies	7-12
*Speech and Theatre	7- 9
Speech and Theatre	7-12
*Spanish	K- 9
Spanish	K-12
*Vocal Music	K- 9
Vocal Music	K-12

*Available only as a second field of certification to be added to regular professional certification to be obtained in another level or field.

The education department offers programs in teacher education under the bachelor of arts and bachelor of science degrees. Students seeking certification to teach in elementary schools must pursue a major in elementary education under either the bachelor of arts or the bachelor of science degree. In cooperation with other departments at the college, the education department offers the bachelor of arts degree leading to secondary (grades 7-12) teacher certification in biology, chemistry, English, mathematics, physical education, physics, social studies and speech-theatre. Bachelor of arts programs leading to all-level (grades K-12) certification include art and foreign language. Bachelor of science programs for all-level certification are available in music education and physical education. Students who complete all requirements for a degree with a major in one of the approved teaching fields and complete at least twenty-eight (28) semester hours in education including all professional studies requirements for either all-level or secondary certification will earn a second major in education. Certification in early childhood education may be added to an elementary certification plan by including the appropriate courses in the student's choice of electives. Specific requirements for all certification plans are included in the *Student Handbook for Teacher Certification*.

Admission to Teacher Education Programs.

Students seeking teacher certification in either elementary or secondary grades should complete a form declaring such intent during the freshman year. The prospective elementary education major must complete a specified plan of study for a bachelor of arts or a bachelor of science degree with a major in elementary education. Students seeking certification in secondary grades must obtain a major in the teaching field of their choice and meet the professional education requirements for either secondary or all-level certification.

Education

Formal admission to the Teacher Education Program is a prerequisite for all education courses numbered 300 or above.

All students seeking teacher certification must meet the following criteria for formal admission to the teacher education program:

1. Completion of at least forty-five (45) semester hours.
2. Completion of at least one semester at William Jewell College.
3. Attainment of an overall grade point average of 2.50 or better in the following or their equivalents: Education 205, English 100, Communication 100 and Mathematics 105.
4. Attainment of a grade point average of 2.75 or better in the major. (Elementary education majors must attain a 2.75 GPA in Education 205, 210 and 211 with no grade below C in any of these courses.)
5. Recommendation from a faculty member in a department other than education and approval of the education committee. (Reference forms may be obtained from the education office or student's advisor.)
6. Favorable evaluation of performance in fieldwork activities.
7. Achievement of a composite standard score of at least 21 on the ACT.
8. Achievement of scores of at least 250 on each subtest of the College BASE.

Transfer Students/Change of Major.

Students changing majors or transfer students planning to pursue teacher certification should file a form with the education department declaring such intent. The student should consult the *Student Handbook for Teacher Certification* for the professional education requirements and the criteria which must be met for admission to the teacher education program. Transfer students or students changing majors may find it necessary to attend college beyond the usual four years.

Student Teaching. Students must make formal application for admission to student teaching by March 20 in order to be admitted

to student teaching in the succeeding fall or spring of the next academic year. A \$25 non-refundable deposit must accompany the application. The criteria for admission to student teaching are stated in the *Student Handbook for Teacher Certification*. Formal admission to the Teacher Education Program is a prerequisite to application for student teaching and should be obtained at least one semester prior to making application for student teaching.

200. Teaching the Expressive Arts. 4 cr. hrs.

An integrated course for the prospective elementary teacher in which the roles of art, creative dramatics, music and physical education in the elementary school curriculum are analyzed. Major goals of the course 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.

205. Educational Psychology. 4 cr. hrs.

A survey of the psychological principles that have special application to the teaching-learning situation. The major topics of study include educational and psychological measurement, classroom dynamics, human development, and learning. Prerequisite: sophomore standing.

210. Organization and Administration of the Elementary School. 2 cr. hrs.

A beginning course for those who plan to teach in the elementary school. Emphasis is given to the analysis of organizational designs and administration of the elementary school. The student is also introduced to a study of professional literature in elementary education. The course must be taken concurrently with EDU 211 and 212.

211. Techniques of Teaching in the Elementary School. 2 cr. hrs.

A study of teaching methods, teacher-pupil relationships and curriculum used in the elementary classroom. Students have opportunity to analyze their potential as elementary teachers through research projects and experiences in the classroom. The course must be taken concurrently with EDU 210 and 212.

212. Clinical Fieldwork in the Elementary School. 2 cr. hrs.

A course in which the teaching strategies, principles and concepts introduced in EDU 210 and EDU 211 are practiced and observed in classroom settings through off-campus field placements. Prerequisites: concurrent enrollment in EDU 210 and EDU 211 and sophomore standing.

234. Psychology and Education of the Exceptional Child I. 2 cr. hrs.

This course is designed for students seeking certification to teach in either the elementary or secondary grades. It deals with the identification of the various categories of "exceptionality" and an orientation to some of the special instructional strategies that have been found to be successful in the education of the exceptional child. First seven weeks.

235. Psychology and Education of the Exceptional Child II. 2 cr. hrs.

A continuation of the study of the exceptional child begun in EDU 234. This course emphasizes the practical application of the principles and concepts from the prior course in classrooms and other institutional settings. Frequent field trips to schools, child care centers and other facilities constitute an integral part of the course. Students are encouraged to concentrate substantial proportions of their work in the course on areas of their own special interests. Prerequisite: EDU 234. Second seven weeks.

Professional Education Courses.
Education courses numbered 300 and above can be taken only by those admitted to the Teacher Education Program.

301. Teaching of Reading in the Elementary School. 4 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 instruction programs and teach and evaluate lessons in a clinical setting. First semester.

302. Children's Literature and Instruction in Individualized Reading Techniques. 4 cr. hrs.

Acquaints the student with the best literature for elementary school children. Development of standards and criteria for selecting materials according to interest, needs, and abilities of children at different age levels. Second semester.

303. Analysis and Correction of Reading Disorders. 2 cr. hrs.

An introduction to specific methods for evaluating reading performance. Major topics of study include selection and administration of measures, interpretation of results, and development of prescriptive programs. Prerequisite: EDU 301. First seven weeks.

304. Teaching Language Arts in the Elementary School. 2 cr. hrs.

This course will include a study of the components of language arts programs with an emphasis on whole language approaches to instruction. The students will (1) compare programs based on subskills with those based on integrated language approaches; (2) prepare integrated language arts units; and (3) develop skills in the language arts.

307. Teaching of Reading in the Content Areas. 2 cr. hrs.

A study of factors involved in the reading process, and basic skills and techniques of teaching reading in the junior and senior high school.

309. Mathematics for the Elementary Teacher. 4 cr. hrs.

Advanced mathematical content in the structure of the number system and methodologies in the teaching of content. Each emphasis is equivalent to two semester hours.

310. Instructional Methodology. 2 cr. hrs.

A study of various instructional strategies, methods, techniques and approaches to teaching in the secondary schools. Special emphases include lesson planning, learning activities, and evaluation. Prerequisites: EDU 205 and junior standing. First seven weeks.

Education

311. Clinical/Field Experience for the Secondary Teacher. 2 cr. hrs.

A course in which the teaching strategies and principles introduced in EDU 310 are practiced in videotaped micro-lessons and in real classroom situations through on-campus micro-teaching and off-campus field placements. Prerequisite: EDU 310. Second seven weeks.

312. Science for Elementary Teachers. 2-4 cr. hrs.

Designed to acquaint the elementary school teacher with basic principles involved in teaching science in the elementary school. Stress is upon practical experiments and fundamental knowledge concerning earth and universe, life on earth, and energy of the universe.

318. Early Childhood Education Curriculum Methods and Materials. 4 cr. hrs.

An overview of early childhood education and theories of child development. A study of developmentally based curriculum methods and materials. Techniques of observation and assessment will be stressed throughout. Prerequisites: EDU 210, 211 and 205. Second semester.

319. Early Childhood Education: Utilizing Family and Community Resources. 2 cr. hrs.

A study of how family and community resources can be utilized for a more effective early childhood education program. First semester, first seven weeks.

329. Language Development. 2 cr. hrs.

A study of the development of language in the normal child. It should be taken before EDU 330. Second semester, second seven weeks.

330. Language Development for the Exceptional Child. 2 cr. hrs.

Review of normal language development in children and of the major elements and structure of language. Disabilities in language functioning, assessment techniques, and language development or remediation for the exceptional student will be the major emphasis. Offered on demand.

338. Teaching the Social Studies. 2 cr. hrs.

Responsible, informed decision making is developed in this course by sensitizing undergraduate students to the range of

decisions they are likely to encounter as teachers of the social studies and by giving them experience in making these decisions. Students participate in lesson-planning, value-clarification, inquiry, and evaluation activities—all stressing decision making. First semester, first seven weeks.

340. Teaching Science in the Secondary School. 2 cr. hrs.

Methods for teaching general science, biology, chemistry, and physics 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.

342. Teaching English in the Secondary School. 4 cr. hrs.

A practical course in methods of teaching various phases of secondary English. Some observation of teaching will be included. Open only to those preparing to teach English. First semester, odd-numbered years.

344. Teaching Foreign Language in the Secondary School. 2 cr. hrs.

Students will consider the best approach to the teaching of language, plan curriculum content, evaluate textbooks and other materials for teaching. Open to those preparing to teach foreign language. Second semester, odd-numbered years.

345. Teaching Mathematics in the Secondary School. 2 cr. hrs.

Open to those who are preparing to teach high school mathematics. Methods of presenting the subject matter of mathematics courses taught in high school, the motivation of students, evaluation of results, evaluation and selection of texts and material. Drill in certain fundamentals of mathematics. References will be made to topics of modern mathematics. Second semester, odd-numbered years.

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. Offered on demand.

Education

350. Teaching of Music for Elementary Teachers. 2 cr. hrs.

A study of the objectives, materials, curricula and methods of teaching music. Offered on demand.

351. Methods of String Instruments. 2 cr. hrs.

The study of violin, cello and bass. Teaching techniques for string instruments. Also listed as MUS 351.

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. Second semester. Also listed as MUS 352.

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. First semester. Also listed as MUS 353.

358. Teaching of Art in the Secondary School. 2 cr. hrs.

The methods and teaching of art on the secondary level.

365. Teaching of Physical Education for Elementary School Teachers. 2 cr. hrs.

See course description for Physical Education 365.

400. Art for the Elementary Teacher. 2 cr. hrs.

A study of the methods, materials, and techniques employed by teachers of elementary school art. Students will plan primary and intermediate lessons, direct and evaluate elementary students in an art experience, complete specified art projects and develop a statement of teaching philosophy related to art. Offered on demand.

410. Student Teaching for Elementary School Teachers. 3-8 cr. hrs.

(For elementary education major seniors who have been approved by the Education Committee.) This course provides for the elementary education major to observe and teach in a

public school classroom all day for eight weeks. 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 for at least five consecutive school days. The principal and other school personnel cooperate to include, as nearly as possible, all of the experiences of a contract teacher. Application for student teaching must be made by March 20 in the academic year prior to enrollment for the course. Last eight weeks of either semester.

411. Instructional Media. 2 cr. hrs.

A course dealing with the selection, utilization, and operation of audiovisual strategies and machinery. Emphasis is placed upon teacher-constructed materials for use in the classroom. Prerequisite: acceptance in a teacher certification program or consent of the instructor. First seven weeks.

418. Practicum in Early Childhood Education 1-4 cr. hrs.

This is a field experience for students seeking extended certification in Early Childhood Education, Pre K-3. Students are placed in programs or classes for young children under the direction of an experienced and able teacher. May be repeated up to the required four credit hours. Prerequisites: EDU 318.

424. Student Teaching in the Secondary Schools. 3-8 cr. hrs.

Following observation of teaching, the student, under the direction of the public school cooperating teacher and the college supervisor, assumes responsibility for teaching. Activities include attendance at teachers' meetings, PTA meetings, group seminars and workshops on campus. Formal application must be made to the Education Committee following the satisfactory completion of at least one semester after being accepted into secondary education programs. (See *Student Handbook* for specific details.) Application for student teaching must be made by March 20 in the academic year prior to enrollment for the course. Last eight weeks of either semester.

Education

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.

441. Behavior Management Techniques.

2 cr. hrs.

A study of the methods, materials and techniques employed by classroom teachers. Students will compare models for managing behavior in regular classroom settings and structured learning environments. Recommended as an elective for all education students. Second semester.

450. Philosophical Foundations of Education.

4 cr. hrs.

The analysis of various philosophical positions and their influence upon educational rationale and practices with an emphasis upon the student's development of a personal philosophical perspective for teaching. Selected contemporary issues in legal and sociological aspects of education will be studied in depth. First seven weeks. Also listed as PHI 450.

451. Music Methods in the Elementary School.

2 cr. hrs.

Methods, materials, and techniques for teaching music in the elementary school. Consent of the instructor. First semester. Also listed as MUS 451.

452. Vocal Music Methods in the Secondary School.

2 cr. hrs.

Methods, materials and techniques for teaching music in grades 7-12. Majors only. Second semester, first seven weeks. Also listed as MUS 452.

453. Instrumental Methods in the School.

2 cr. hrs.

Methods, materials and techniques for teaching instrumental music in the public school. Majors only. Second semester, first seven weeks. Also listed as MUS 453.

460. Methods, Teaching Physical Education.

2 cr. hrs.

See course description for Physical Education 460.

462. Vocal Pedagogy.

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. Second semester. Also listed as MUS 462.

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 EDU 475. Offered second semester each year.

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 or a valid teaching certificate and completion of EDU 470. Qualified students may receive graduate credit for EDU 470 and 475 through arrangements with other colleges. Further information may be obtained from the education office. Offered second semester each year.

English

Professor Dunham, chairman; Professors Canuteson, Munro, Shannon, Unger; Associate Professors Harriman, Robinson, Williams; Assistant Professors Powers, Russell

THE JOHN PHELPS FRUIT DEPARTMENT OF ENGLISH

Successful completion of English 100, Freshman Composition, is required before the student registers for credit hours beyond a total of 60 and to assure writing competency. All students must pass a minimum competency, but are urged to achieve beyond the minimum.

Students who have scored at the 90th percentile or higher on the English test of the ACT, who have scored at 4 or 5 on the composition part of the AP program, who have made a high score on the CLEP test in composition, who have taken an advanced composition or college composition course in high school, or who otherwise have distinguished themselves in writing capability should attempt to achieve advanced placement in English composition. During the student's first semester at William Jewell College, the student should take the Proficiency Test of Writing Skill; a demonstration of competence on that test entitles the student to enroll in ENG 125 or, with permission, in equivalent writing courses totalling four credit hours.

After achieving the required writing competency, either in English 100 or by the advanced placement method, students will be expected to maintain that competency or an even higher standard. If a professor finds a student's writing to be below standard, that student will be referred to the English department for additional or remedial work.

A literature course of four hours is required to assure that the student has examined features of life and values by reading and understanding literature. The courses which fulfill this requirement are indicated by an asterisk (*) beside each course number. English 255, Studies in Literature, is specifically designed for the student with minimal background in

literary study and a general interest. Because various subjects are offered each semester in this course, a student may take more than one semester of English 255. The second Studies in Literature course the student takes must have a subject matter different from the first such course taken.

All English courses except 100, 125, 305 and 310 apply toward fulfillment of the Humanities group requirements for graduation; two 255 courses, if the subjects are different from each other, will apply toward that requirement. Freshmen may not enroll for 255 or above without specific permission to do so.

The English Major: A minimum of 27 semester hours is required of each student; the maximum possible is 40 semester hours (neither limit includes English 100).

Courses taken for the major must include one of three linguistics and writing courses—235 (or 335), 315, and 325—must include four of eight literature courses—365, 370, 375, 385, 395, 465, 475, and 485—and must include the two senior project courses—490 and 495; two of the literature courses must be survey courses—465, 475, and 485. A grade of C or higher is required in each course for the major.

In fulfilling the general requirements for graduation, English majors are expected to choose those courses which pertain to their personal educational goals; other elective courses should introduce the major to new experiences in the humanities and social sciences and deepen one's understanding of the total environment. Students are expected to fulfill the language requirements with three semesters of French, German, Greek, Latin, Japanese or Spanish. 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.

Students majoring in English may receive certification to teach English in grades 7-12 in the State of Missouri by completing the General Education, Professional Education, and Teaching Field Requirements outlined in

English

the *Student Handbook for Teacher Certification*, available in the department of education office.

Classes in the English department range across many possibilities of teaching method, expected activity and content. All are based on the importance of the English language, usually in literary works, to develop reading understanding, writing skills, the demonstration of the literal and figurative possibilities of combined language, thought, and feeling, and the exercise of humane values.

99. English for International Students.

2-4 cr. hrs.

Intensive study and practice in basic skills; reading, writing, listening and note-taking, for students whose native language is other than English. The course is intended to prepare international students for successful college-level work. Students will repeat as necessary, but no more than four hours will count as elective credit toward the 124 required for graduation. Prerequisite: Consent of instructor. Offered first semester.

100. Freshman Composition. 4 cr. hrs.

Required of all students, though students who prove their competency by means of satisfactory completion of a rigorous English department-devised test may receive advanced placement. Those who choose to take the course or who do not achieve advanced placement will receive individual attention to develop a clear, logical, and organized manner of writing. Approaches will be varied from section to section. The ENG 100 student must pass the Proficiency Test of Writing Skill as the final exam of the course; not passing the exam necessitates re-enrolling in the course. All students must pass ENG 100 before registering for credit hours beyond a total of 60.

Freshman Composition and passing the writing proficiency test are prerequisites for all other English courses. No written work can receive credit in English courses unless it meets the standards for writing established for passing ENG 100.

125. Advanced Freshman Composition.

4 cr. hrs.

A course for students who have not taken ENG 100 or a freshman composition course at another college and who have demonstrated advanced writing ability on the English department's proficiency test (given at the end of each semester). It gives practice in mental skills, including critical and logical thought, synthesis, analysis, and the use of evidence in the context of writing expository essays. Offered second semester.

222, 322, 422. Individual Writing Project.

1-4 cr. hrs.

Individual writing courses for highly 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 enrolled in by a student. ENG 100 and one of the advanced writing courses are prerequisite; at least one completed literature course is also preferred. Enrollment is with permission only.

235. Introduction to the Study of Language.

4 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; it provides humanities credit for graduation. Prerequisite: ENG 100. Offered first semester.

242, 342, 442. Individual Practicum Project.

1-4 cr. hrs.

Individual practicum projects for highly qualified students only, undertaken with the close sponsorship of an English teacher, beginning with a project proposal in specific terms. Examples of practica are proctoring a PSI composition course, 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 by a student. Enrollment is with permission only. Prerequisite: ENG 100.

252, 352, 452. *Individual Reading Project.

1-4 cr. hrs.

Individual reading projects for highly 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 enrolled in by a student. Enrollment is with permission only. Prerequisite: ENG 100; at least one completed literature course is also prerequisite.

255. *Studies in Literature.

4 cr. hrs.

A literary study especially for non-English majors and for fulfilling the literature requirement for graduation. Various specified sections will be stipulated (examples: American Literature, Autobiography, Ethnic Literature, Introduction to Literature, Modern Poetry, Sex Roles in Literature). A student may take more than one semester of 255; if the student takes a second semester of this course, the student must choose a subject matter different from the first section taken. Prerequisite: ENG 100.

305. Technical Writing.

2 cr. hrs.

A development of writing skills to an advanced competence, especially for students anticipating careers in business or in science. Emphasis will be on the mental judgments and processes and the skills needed for writing reports, letters, memos and other communications with clarity, ease of understanding, organization and correctness. Prerequisite: ENG 100 and junior or senior standing.

310. Composition for Teachers.

2 cr. hrs.

A development of writing skills to an advanced competence especially for candidates for teacher certification. Goals include clear, easy, confident written expression and an understanding of how writing takes its place in learning. Prerequisite: ENG 100 and junior or senior standing.

315. Creative Writing.

4 cr. hrs.

A development of the techniques and practices of writing short stories and/or poetry through intense experimentation and small-group

criticism and exchange. Limited enrollment.

At least one completed literature course is recommended prior to enrollment. Prerequisite: ENG 100 and sophomore standing.

325. Essay Reading and Writing.

4 cr. hrs.

A development of the techniques and practices of reading and writing essays of a variety of types. Reading, vigorous output, and small-group criticism and exchange are combined. Limited enrollment. At least one completed literature course is recommended prior to enrollment. Prerequisite: ENG 100 and sophomore standing. Offered first semester.

335. Introduction to the Study of Language (Advanced).

5 cr. hrs.

Identical to, and offered concurrently with ENG 235, but designed for the student who seeks to learn additionally about the function of language. It includes a major research/field-work project. Fulfills Humanities graduation and language arts teacher certification requirements. Prerequisite: ENG 100. Offered first semester.

365. *The Forms of Fictions.

4 cr. hrs.

An exploration of the possibilities of literary expression in short story, short novel and novel form, with attention to techniques and features specific to fiction. It fulfills the literature requirement for graduation. Prerequisite: ENG 100. Offered odd years first semester.

370 *Twentieth-Century Literature.

4 cr. hrs.

An examination of literature and thought from the late 19th century to the present through the reading and discussion of selected representative texts. Though much of the time will be given to the British and American traditions, some time will also be spent on works from other cultures. This course fulfills the literature requirement for graduation. Prerequisite: ENG 100.

375. *Third World Literature.

4 cr. hrs.

In keeping with William Jewell's emphasis on international learning and as an opportunity to learn about another culture and sensibility, this course features literary works from a developing region or continent. An example

English

is African Literature. It fulfills the literature requirement for graduation. Prerequisite: ENG 100. Offered second semester.

385. *Shakespeare. 4 cr. hrs.

A study of major sonnets, comedies, tragedies, and histories by William Shakespeare.

Attention will be given to the author's life, the historical and intellectual background of the period, and critical studies of the works. It fulfills the literature requirement for graduation. Prerequisite: ENG 100. Offered second semester.

395. Critical Theory. 4 cr. hrs.

A study of the major modern schools of literary criticism and the methods by which they derive form and meaning from texts. Students will examine selected examples of poetry, fiction, and drama employing the interpretive models of each school and evaluate the strengths and weaknesses of each method. Prerequisite: ENG 100 and one literature course. Offered even years, first semester.

465. *English Literature Survey I. 4 cr. hrs.

A study of selected major writers from the middle ages through the 18th century in England. This course fulfills the literature requirement for graduation. Prerequisite: ENG 100, completion of four hours of literature and junior standing. Offered even years, first semester.

475. *English Literature Survey II. 4 cr. hrs.

A study of selected major writers of the

Romantic, Victorian and Modern periods in England. This course fulfills the literature requirement for graduation. Prerequisite: ENG 100, completion of four hours of literature and junior standing. Offered alternate years, first semester.

485. *U.S. Literature Survey. 4 cr. hrs.

A study of selected major writers in U.S. literary history from 1800 and including major U.S. ethnic literature. This course fulfills the literature requirement for graduation. Prerequisite: ENG 100 and completion of four hours of literature and junior standing. Offered second semester.

490. *Senior Project I. 2 cr. hrs.

A final project conducted partially independently and partially in conjunction with a seminar in which the senior English major demonstrates his capabilities and maturity in literary study. This course fulfills requirement for graduation. Prerequisites: fully declared status as an English major and completion of at least eight hours of literature study. Offered first semester.

495. *Senior Project II. 1 cr. hr.

A final project conducted partially independently and partially in conjunction with a seminar in which the senior English major demonstrates capabilities and maturity in literary study. This course fulfills requirement for graduation. Prerequisites: ENG 490 and completion of at least 12 hours of literature study. Offered second semester.

Foundations

Associate Professor Williams, Coordinator.

There is no separate faculty for Foundations courses, which are taught by members of many departments.

The six courses listed below make up the core of **Program II: The Integrated Curriculum of General Education**, which is also known as the Foundations Program. These courses are open only to students fulfilling their general education requirements through Program II. They may not be taken by other students.

Admission to the Foundations Program.

Approximately 60 students are admitted into Foundations each fall. Entering freshmen, sophomore transfers, and second semester freshmen who wish to begin the program in the fall of the sophomore year may make application to the program coordinator.

Withdrawal from the Program. Foundations students who decide that General Education Program I, the Distribution Curriculum, would more effectively serve their academic goals may transfer from Program II to Program I. However, the student should expect to complete the Program I requirements through available departmental courses, without independent studies or other special arrangements to complement either the content or the credit hours of Foundations courses. A student who wishes to withdraw must have an exit interview with the program coordinator and then submit a written request for withdrawal. A student who fails to complete a Foundations course successfully may be withdrawn from the program.

Majors, Pre-Professional Studies, Teacher Certification. The Foundations program combines well with most major programs of the college, including those preparing students for law or medical school or other graduate or professional studies. The program includes general education requirements for primary and secondary teacher certification.

Overseas Study and Three-Year Programs.

The Foundations program can be completed in three years by students going overseas for a year or taking other three-year programs.

The Courses. Although the Foundations courses are integrated units, not parts of other programs, equivalent hours are included in each description so that the correspondence of hours in Programs I and II is evident.

115. Personal Decision Making 4 cr. hrs.

A study of theories of individual human development. Examination of the decisions characteristic of each stage of life, especially those of early adulthood—decisions about self, sexuality, marriage, family life, and work. Study of literary works portraying decisions made at all stages of life provides additional insight. Prerequisite to all other Foundations courses. Fall semester. (Equivalent of 2 hrs. Social Science and 2 hrs. Humanities distribution including literature.)

125. Problems, Choices, Values, and Persons 4 cr. hrs.

A study of traditional models of decision making and introduction to ethics and values theory. Examination of present-day issues posed by scientific activity that force us to make both public and private decisions. Issues of biomedical ethics relating to *in vitro* fertilization and to death and dying are among the current topics and are approached from both a scientific and philosophical perspective. Spring semester. (Equivalent of 2 hrs. Mathematics and Natural Sciences distribution and 2 hrs. Humanities distribution.)

215. Public Decision Making in the Modern Nation-State 4 cr. hrs.

A consideration of public decision making in a modern developed nation-state or group of nation-states. Specific domestic and foreign policy problems will be treated. Particular attention will be given to the methods by which decisions are reached and the values reflected in those decisions. The topic for fall 1990 is restructuring the Soviet economy. Fall semester. (Equivalent of 4 hrs. Social Sciences distribution.)

Foundations

225. Christian Heritage and Western Culture 4 cr. hrs.

Study of Old Testament, Greek, New Testament, Renaissance, Reformation, and nineteenth-century worlds, with emphasis on decisions and values involved in changing views of the good life. Analysis of some of the great books of Western civilization. Spring semester. (Equivalent of 2 hrs. Religion [Old and New Testament] and 2 hrs. Humanities distribution including literature.)

315. Developing Nations and the United States 4 cr. hrs.

Study of selected events and issues in developing nations, focusing on one nation or on several as a group representing the characteristics of all. Special emphasis on the decisions and values of presently developing nations and on the decisions these nations pose for American foreign policy. Fall semester. (Equivalent of 2 hrs. Social Sciences distribution and 2 hrs. Humanities distribution.)

325. From Present Problems to Chosen Futures. 4 cr. hrs.

Synthesis course for the program. This course draws from Christian ethics and biology and is structured around two seven-week projects requiring complex decision making processes. Current projects involve solving the malaria problem in a fictitious developing nation and deciding on the availability of gene therapy in America today. Spring semester. (Equivalent of 2 hrs. Religion and 2 hrs. mathematics and Natural Sciences distribution.)

Total Hours: 24

Docents. Docent activities in Foundations 115 and 125 allow selected upperclassmen to act as peer tutors for the freshmen and sophomores enrolled in those courses. The particular activities will be specified in each course syllabus and will be carefully worked out among the docents and the supervising course instructors, but each docent will work with a small group of students in the course, leading discussions and serving as a model of intellectual rigor in approaching the issues raised by the course materials. Docents need not necessarily be honor students, but should

be juniors or seniors in good academic standing who can accept responsibility and who respond to intellectual challenge.

Docents will be selected by the instructors and the Foundations Program Coordinator on the basis of written applications and interviews. Six to 12 docents will be selected for each section of each course. Interested students should request application forms from the Foundations Program Coordinator. Applications must be submitted at least six weeks before preregistration.

For elective credit only. Since docents will be expected, as a matter of course, to work at a consistently high level of quality, grading will be pass/fail.

Foundations Practicum 350. Practicum for docents in Foundations 115. Fall semester. 2 credit hours.

Foundations Practicum 351. Practicum for docents in Foundations 125. Spring semester. 2 credit hours.

Geography

304. World Geography. 4 cr. hrs.

A regional approach to the study of world geography, based on economic achievement and processes of development in each of the regions studied. Three aspects of development are considered: (1) the people (demographic characteristics); (2) the natural environment; (3) the culture (belief systems, life style, customs, etc.). The regions studied will include the U.S.A., Canada, Western Europe, Eastern Europe, the USSR, Japan, Australia and New Zealand; Latin America, Africa, Middle Eastern countries and Asia. Offered first semester only. Elective credit only.

Geology

201. Earth Science. 4 cr. hrs.

A study of atmosphere, hydrosphere and lithosphere. Such topics as weather, climate, space, rocks, minerals, and streams are covered. This laboratory course meets the requirement for teacher certification. Methodology of teaching is audio-tutorial. No prerequisites.

History

Professor Chatlos, chairman; Associate Professor Spletstoser; Assistant Professor Reynolds.

The History Major: A minimum of 30 semester hours is required for the major; a maximum of 40 semester hours is allowed. Students must take 8 hours in European history and 8 hours in American history. **One** of the following courses may count toward the major: Art History 250 or 251, World Geography 304, Religion 244 or Political Science 211 or 311 or 334. A grade of C or higher is required in each course for the major.

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 chairman about possibilities.

General Education: Students who select history as their first major must follow the requirements for the A.B. degree; the history major as a second major combined with a B.S. primary major does not require the additional B.A. degree courses.

Class Selection: No history course has a prerequisite. Freshmen will not normally be admitted to courses numbered 300 and above. A student may enroll for either half of a course with double numbers for seven weeks and two hours' credit.

Certification: Students majoring in history may receive certification to teach history in grades 7-12 in the State of Missouri by completing the General Education, Professional Education, and Teaching Field Requirements outlined in the *Student Handbook for Teacher Certification*, available in the department of education office.

History Honorary: Students who have completed at least 12 hours of history with a 3.1 GPA in their history courses, and at least a 2.75 GPA in two-thirds of their other courses are invited to contact one of their history instructors about membership in Phi Alpha Theta, the national history honorary.

101. Western Civilization to 1660. 4 cr. hrs.
Introduction to the study of history as a liberal art. Considers Greece, Rome, the Middle Ages, and the Renaissance and Reformation, and their contributions to contemporary life. First semester.

102. Western Civilization 1660 to the Present. 4 cr. hrs.
A continuation of HIS 101, which however is not a prerequisite. Second semester.

202. Introductory History Colloquium: European History. 4 cr. hrs.
This course will provide a stimulating opportunity for a select group of students to consider a topic which is limited geographically and chronologically (such as "Women in Western Europe" or "Hitler's Europe"). Students will read in primary and secondary sources. This is a discussion course.

204. Introductory History Colloquium: American History. 4 cr. hrs.
For course description see History 202.

221. History of the United States: Colonial and Early National Periods. 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. First semester.

222. History of the United States, 1865 to the Present. 4 cr. hrs.
A survey of United States history from Reconstruction of the South after the Civil War to the present. Emphasis is placed on social, economic, and political developments. Second semester.

223. History of England. 4 cr. hrs.
A survey of the major events and themes of English history from the accession of the Tudors in 1485 to the present. Designed to be an introductory course in material and method. Areas to be studied will include: the Reformation, the Civil War, the rise of England as a world power, industrialization and its impact, political and social reform in the 19th century, the experience of two world wars in the 20th century and the rise of the welfare state. Alternate years, fall 1991.

History

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. Alternate years, spring 1992.

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. Alternate years, spring 1992.

228. The Soviet Union. 4 cr. hrs.
A survey of the background and history of the Communist states in Eastern Europe and the Soviet Union. Emphasis will be on the Soviet Union, its internal developments and relations with the rest of the world. Alternate years, fall 1990.

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 the states that formed the confederacy. Emphasis is placed on the period's historiography, upon social and political factors that propelled and grew out of the onrush of events, and upon major characters who played leading roles in the era. Alternate years, spring 1991.

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. Alternate years, fall 1990.

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 ad-

herent to city building and urban life will be analyzed as will the city's continuing contributions to and dominance of American institutions and traditions. Alternate years, fall 1991.

306. American Westward Movement: A History of American Frontiers. 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." Alternate years, spring 1992.

312-313. Europe in the Middle Ages. 4 cr. hrs.

The course begins with the transformation of the Roman Empire into 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. Alternate years, spring 1991.

314-315. Renaissance and Reformation Europe. 4 cr. hrs.
This course considers the emergence of culture and thought in the context of such developments as the black death, the Turkish invasions of Europe, the voyages of discovery, and the dynastic and marital problems of such rulers as Henry VIII. Particular attention is given to the emergence of Christian humanism, the development of Renaissance art, the Protestant Reformation and the Catholic reform and reaction. Alternate years, fall 1991.

317. Early Modern Europe. 4 cr. hrs.
Considers such topics as the "wars of religion," the "crisis" of the early 17th century state, absolutism, enlightened despotism, mercantilism, the Enlightenment, the scientific revolution and international war. Recommended background: HIS 101, 102 or 223. Alternate years, fall 1991.

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. Recommended background: HIS 101, 102 or 223. Alternate years, spring 1992.

325. History of the Baptists.

2 cr. hrs.

See course description for Religion 325.

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. Second semester. Recommended background: HIS 101, 102 or 223.

401-402. Readings in History.

1-2 cr. hrs.

In consultation with a supervising professor in the department, the student selects a group of readings concentrated in one historical era or country. Written reports will usually be required. For seniors; others admitted by consent. May be repeated.

450. Seminar. Topics in European History.

4 cr. hrs.

This is an advanced seminar which will change topics from year to year. They will be limited geographically, chronologically, and by theme. One such topic will be "Law, Liberty, and Crime in England." The course will emphasize reading, discussion, and writing. First semester.

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.

Independent Study

200, 300, 440. Independent Study.

1-8 cr. hrs.

250, 350, 450. Independent Study. Group Project.

1-8 cr. hrs.

Humanities

200. Harlaxton Orientation.

0 cr. hrs.

Designed to help students prepare themselves for their study at Harlaxton College. Several class sessions give context for assigned reading and exams. Included will be academic advising; information on activities and life in the Manor; budgets, money, and banking in England; travel; necessary documents. Passing grade required for final admission into the program. Students with schedule conflicts may apply to the Overseas Study Coordinator for permission to satisfy the requirement by independent study and examinations. Pass/Fail grading. Prerequisites: Acceptance for study at Harlaxton or interest in applying in the future.

210. Oxford/Cambridge Orientation.

0 cr. hrs.

Designed to help students prepare themselves for their study in the Oxford Overseas Study Program or as visiting students at Regent's Park College, Oxford, and Homerton College, Cambridge. Several class sessions give context for assigned reading and exams. Included will be academic advising; information on activities and life in the University cities; budgets, money, and banking in England; travel; necessary documents. Passing grade required for final admission into the programs. Students with schedule conflicts may apply to the Overseas Study Coordinator for permission to satisfy the requirement by examination. Pass/Fail grading. Prerequisites: Acceptance into one of the programs or interest in applying in the future.

History

245. Introduction to Film.

4 cr. hrs.

A study of the history of the development of cinema, the steps involved in making a film, the "visual language" of film, the work of a few major directors with emphasis on stylistic differences among them, the film criticism. Open to sophomores, juniors, and seniors. Applies toward fulfillment of the Humanities group requirement for graduation. Offered first semester.

250. European Culture.

2 cr. hrs.

This course is linked to a three-week tour of Europe sponsored by the William Jewell Summer School. Readings and a paper will be assigned in preparation for the trip; and the tour itself will involve carefully selected cultural experiences in each country, which the students will have opportunity to discuss in groups and reflect upon in a personal journal. An overview of European history, geography, and art and a discussion of practical considerations for foreign travel will take place during spring semester prior to the tour in two evening sessions.

Japanese Studies

A student in the exchange program may earn a major in Japanese studies through a year's successful work at Seinan Gakuin University. As explained in the catalog section on "The World Campus at William Jewell College," the student will normally earn 30 to 32 hours of credit through courses in Japanese language and humanities and social science courses related to Japan.

The student should make formal application for the major through the Overseas Study office after completing the year in Japan. The student must fulfill all requirements for the B.A. degree.

The B.A. language requirement may be fulfilled with a language other than Japanese, but a full year of intensive study of Japanese is a required part of the study at Seinan Gakuin. A student who wishes to fulfill the language requirement with Japanese may take JPN 111, 112, and 211 at Jewell, followed by second-year Japanese at Seinan or may take intensive first-year Japanese at Seinan and complete the requirement by examination and/or further courses on returning to Jewell.

Languages

*Associate Professor Westlie, chairman;
Associate Professors Henning, A. Vera, C. Vera;
Assistant Professor Walker.*

Modern

Courses 111, 112, and 211 meet the three-semester requirement for the B.A. degree. Students who start above 111 satisfy the requirements by completing 211, or four hours at a higher level.

Any entering student may take an equivalency examination during fall or spring semesters for possible granting of credit towards graduation, equivalent to French, Spanish or German 111 and/or 112 (maximum credit allowance, 8 hours).

Students with two or three years of the same foreign language in high school are encouraged to enroll in a class at level 112 or above. Students with four or more years of study of the same language in high school are encouraged to enroll in the 211 level foreign language course or above.

Students who major in French must complete at least 28 semester hours in French courses numbered 300 and above. At least twelve of these hours must be in courses other than Tutorial in French (French 411 or 412) taken on the William Jewell campus. In addition to these twelve hours taken on campus, all majors are required to take French 415, French Literature and Civilization Synthesis.

Spanish majors must complete 24 hours of Spanish courses numbered 300 or above. The major must include a maximum of 8 hours of advanced (300 level) language courses, a maximum of 8 hours of civilization or culture courses, and a minimum of 12 hours of literature.

All French and Spanish majors must, in addition to required course work, successfully complete an oral examination in French or Spanish administered during their senior year. The examination will consist of two parts:

questions and answers over the material covered in the courses for the major and an oral presentation by the student.

Students completing a second major in French or Spanish must complete the general education requirements for the bachelor of arts degree.

A grade of C or higher is required in each course in the major.

Students majoring in French or Spanish may receive certification to teach French or Spanish at all levels (K-12) in the State of Missouri by completing the General Education, Professional Education and Teaching Field Requirements outlined in the *Student Handbook for Teacher Certification* available in the Department of Education office. Certification to teach is not available for other languages taught in this department.

115, 215. Directed Study. 2-4 cr. hrs.

For special cases only, primarily upper-classmen 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.

411, 412. Tutorial in French or 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.

FRENCH

111. Elementary French, I. 4 cr. hrs.

An immersion in French using an innovative video series. Emphasis on understanding French spoken at normal speed and on speaking. Students will have one class session four times a week and a lab session for a two-hour block. First semester.

112. Elementary French, II. 4 cr. hrs.

A continuation of French 111 using the same methods. Prerequisite: FRE 111 or its equivalent. Second semester.

Languages

211. Intermediate French, I. 4 cr. hrs.
Review of grammar, further practice in conversation and composition, with emphasis on French culture. Prerequisite: FRE 112 or its equivalent. First semester.

212. Intermediate French, II. 4 cr. hrs.
Study of grammar, emphasizing subordination and the subjunctive. Introduction to literary French and practice in reading narrative prose. Prerequisite: FRE 211 or its equivalent. Second semester.

321. Advanced French, I. 4 cr. hrs.
Review of grammar emphasizing the indicative mood (past, present and future tenses) with special attention to summarizing, describing and to asking and answering questions. Prerequisite: FRE 212. First semester, alternate years.

323. Introduction to French Literature. 4 cr. hrs.
Selections from French authors of all periods are used to introduce students to the study of literature. The course gives a framework built upon in FRE 343 and 413. Students will practice taking notes in French and summarizing them. Prerequisite: FRE 212. First semester, alternate years. Fulfills humanities requirement for graduation.

341. French Civilization. 4 cr. hrs.
Art, political and social history and literature and the sources for a study of the development of the French nation. Prerequisite: FRE 321 or 323. Second semester, alternate years. Fulfills humanities requirement for graduation.

343. French Literature and Civilization Since the Revolution. 4 cr. hrs.
Complete works by major authors since the Revolution (some previously studied in FRE 323) are read in the light of contemporary political and social institutions. Prerequisite: FRE 321 or 323. Second semester, alternate years. Fulfills humanities requirement for graduation.

345. Advanced French, II. 4 cr. hrs.
Review of grammar emphasizing the conditional and subjunctive moods with practice in expressing hypothesis and reservation. Prerequisite: FRE 321 or 323. First semester, alternate years.

413. French Literature and Civilization Before the Revolution. 4 cr. hrs.
Complete works by writers of the Renaissance and Classical periods are read in the light of contemporary political and social institutions.

rerequisite: 12 credit hours in French courses at 300 level. Second semester, alternate years. Fulfills humanities requirement for graduation.

415. French Literature and Civilization Synthesis. 4 cr. hrs.
Study of new works by some of the same authors studied in FRE 343-413 and an introduction to new authors. Comparison across historical periods to bring out the common tradition of French literature and culture introduced in FRE 341 and 323. Required of all French majors. Second semester. Prerequisite: 16 credit hours in French courses numbered above 300, including either 343 or 413. Fulfills humanities requirement for graduation.

GERMAN

111. Elementary German, I. 4 cr. hrs.
This first course starts with pronunciation and moves into the essentials of grammar. There is practice in conversation, composition and reading. Classes meet four days a week. First semester only. Covers present tense of regular and irregular verbs, modal verbs. Use of pronouns (subject, direct object, and indirect object). Use of nouns (subject, direct object, indirect object, and genitive). Prepositions always requiring dative, accusative, genitive, and the two-way prepositions. Simple past, conversational past, and future tenses.

112. Elementary German, II. 4 cr. hrs.
A continuation of the study of essentials of grammar with further practice in conversation, composition and reading. Classes meet four days a week. Prerequisite: GER 111 or its equivalent. Second semester only. Covers subordinating conjunctions and dependent order; reflexive verbs, impersonal verbs, and verbs requiring the dative; adjective endings; present and past participles used as adjectives; comparative and superlative forms of adjectives and adverbs.

Languages

211. Intermediate German, I. 4 cr. hrs.
Review of grammar, further practice in conversation and composition, reading from representative German authors. Prerequisite: GER 112 or its equivalent. First semester only. verbs present and past participles used as adjectives; comparative and superlative forms of adjectives and adverbs; relative pronouns.

212. Intermediate German, II. 4 cr. hrs.
Introduction to German literature and culture. Prerequisite: GER 211 or its equivalent. Second semester only. Covers passive and subjunctive.

301. German Composition and Conversation, I. 4 cr. hrs.
An advanced course to improve student competency in writing and speaking the language. Prerequisite: GER 212 or the equivalent. First semester.

302. German Composition and Conversation, II. 4 cr. hrs.
An advanced course to improve on the skills acquired in GER 301, giving the student further practice in conversation and composition. Prerequisite: GER 301, or consent of the instructor. Second semester.

350. Independent Study. 2-4 cr. hrs.
For students who wish to do advanced study in German. May be repeated once with a change in subject matter. Prerequisites: GER 301, 302 or the equivalent; consent of instructor.

SPANISH

111. Intensive Beginning Spanish, I. 4 cr. hrs.
Begins with pronunciation and moves into the essentials of grammar. There is practice in conversation, composition, and reading. Students will have one class session four days a week on a four-day week schedule and a two-hour drill session in one of the three blocks, C, G or J. First semester.

112. Intensive Beginning Spanish, II. 4 cr. hrs.
A continuation of the study of essentials of grammar with further practice in conversation, composition and reading. Prerequisite: SPA 111 or its equivalent. Students will have one class session four days a week on a four-day week

schedule and a two-hour drill session in one of the three blocks, C, G or J. Second semester.

211. Intermediate Spanish, I. 4 cr. hrs.
Review of grammar, further practice in conversation and composition, reading from representative Spanish and Latin-American authors. Students will meet with the instructor four class sessions each week, and individual assignments will be given to students with special problems. Prerequisite: SPA 112 or its equivalent. First semester.

212. Intermediate Spanish, II. 4 cr. hrs.
Introduction to Spanish literature and culture. Extensive reading in Spanish to prepare students for the more advanced courses in literature. Students will meet with the instructor four class sessions each week, and individual assignments will be given to students with special problems. Prerequisite: SPA 211 or its equivalent. Second semester.

305. Advanced Spanish Composition and Conversation: Commercial Spanish. 4 cr. hrs.
An in-depth study of essentials of Spanish grammar and concentrated practice of spoken Spanish, focusing on an application to situations found in the business community. Alternate years.

306. Advanced Spanish Composition and Conversation: Literary Emphasis. 4 cr. hrs.
An in-depth study of the essentials of Spanish grammar and concentrated practice of spoken Spanish. Emphasis will be on topics of interest to the student of literature, and the written work will include some creative writing. Alternate years.

307. Hispanic Civilization and Culture. 4 cr. hrs.
A study of the history and cultures of Spain and Spanish America. In-depth consideration of Hispanic art, architecture, music, literature, and philosophy. Prerequisite: SPA 212 or equivalent. Alternate years. Fulfills humanities requirement for graduation.

308. Survey of Spanish American Literature. 4 cr. hrs.
A study of the representative works of Spanish America since the days of explora-

Languages

tion and conquest. Emphasis is placed on the literature of the 19th and 20th centuries. Prerequisite: SPA 212 or equivalent. Alternate years. Fulfills humanities requirement for graduation.

309. Survey of Spanish Literature, I. 4 cr. hrs.

A study of the best of the literature from the Middle Ages until the 19th century. Special attention is paid to the "Golden Age" of Spanish literature in the 16th and 17th centuries. Prerequisite: SPA 212 or equivalent. Alternate years. Fulfills humanities requirement for graduation.

310. Survey of Spanish Literature, II. 4 cr. hrs.

A study of the best of the literature beginning in 1700 with extensive readings of authors in Spain, particularly those of the 20th century. Prerequisite: SPA 212 or equivalent. Alternate years. Fulfills humanities requirement for graduation.

350, 450. Internship in Spanish.

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 chairman of the department. Internship credit may not be applied to credit for the major in Spanish.

JAPANESE

See the section on "Japanese Studies" for information about a major through the exchange program with Seinan Gakuin.

111. Elementary Japanese, I. 4 cr. hrs.

Begins with pronunciation and moves into the essentials of grammar. There is extensive practice in speaking and reading. Self-instructional method. Prerequisite: sophomore, junior, or senior standing; at least a B average; permission from the chairman of the department of languages. There is a non-refundable examination fee for this course. First semester.

112. Elementary Japanese, II. 4 cr. hrs.

A continuation of the study of the essentials of grammar, with further practice in speaking

and reading. Taught by self-instructional method. Prerequisites: JPN 111 or the equivalent; sophomore, junior, or senior standing; at least a B average; permission from the chairman of the department of languages. There is a non-refundable examination fee for this course. Second semester.

211. Intermediate Japanese, I. 4 cr. hrs.

Further practice in speaking and reading Japanese. Basic skills in writing Japanese are introduced. Taught by self-instructional method. Prerequisites: JPN 112 or the equivalent; sophomore, junior, or senior standing; at least a B average; permission from the chairman of the department of languages. There is a non-refundable examination fee for this course. First semester.

212. Intermediate Japanese, II. 4 cr. hrs.

This course provides extensive practice in spoken Japanese. Further practice in reading and writing progressively more complicated material. Prerequisites: JPN 211 or the equivalent; sophomore, junior, or senior standing; at least a B average; permission from the chairman of the department of languages. There is a non-refundable examination fee for this course. Second semester.

311. Advanced Japanese, I. 4 cr. hrs.

Extensive practice both in written and spoken Japanese. Refines the student's knowledge of Japanese language as preparation for more advanced courses introducing literature. Prerequisite: JPN 212 or the equivalent; permission from the chairman of the department of languages. There is a non-refundable examination fee for this course. First semester.

312. Advanced Japanese, II. 4 cr. hrs.

Continued practice in written and spoken Japanese, and an introduction to basic literary readings. Prerequisite: JPN 311 or the equivalent; permission from the chairman of the department of languages. There is a non-refundable fee for this course. Second semester.

411. Introduction to Japanese Literature, I. 4 cr. hrs.

Continued practice in written and spoken Japanese. Application of language skills to the

Languages

study of basic literary works. Prerequisite: JPN 312 or the equivalent; permission from the chairman of the department of languages. There is a non-refundable examination fee for this course. First semester. Fulfills humanities requirement for graduation.

412. Introduction to Japanese Literature, II. 4 cr. hrs.

Continued practice in written and spoken Japanese. Application of language skills to the study of basic literary works. Prerequisite: JPN 411 or the equivalent; permission from the chairman of the department of languages. There is a non-refundable examination fee for this course. Second semester. Fulfills humanities requirement for graduation.

Classics

THE ROBERT BAYLOR SEMPLE
DEPARTMENT OF CLASSICS

GREEK

111-112. 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.

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 will be exegeted. First semester, alternate years.

311-312. Independent Study. 4 cr. hrs.

A program of extensive directed study in an area of special interest to the student, with preparation and presentation of reports in class. Enrollment by consent of instructor. Offered on demand.

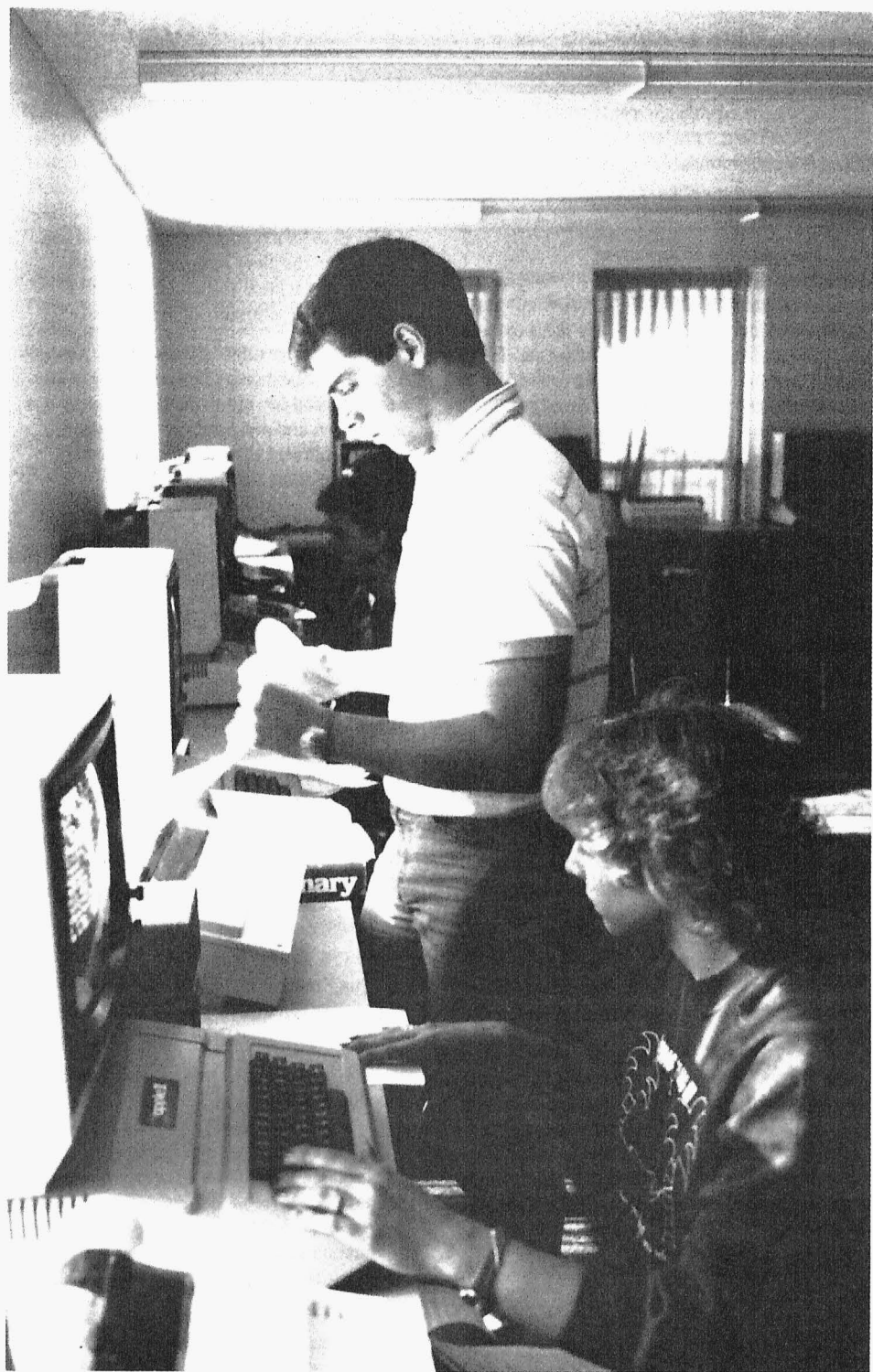
LATIN

111-112. Elementary Latin. 4 cr. hrs. each

Inflection, syntax, word formation, vocabulary building are emphasized. In the application of grammar, translation will move from simple to more complex.

213. Intermediate Latin. 4 cr. hrs.

Builds on a foundation of grammar attained in 111-112. Emphasis is on readings from a variety of Latin sources. First semester.



Mathematics-Computer Studies

Mathematics and Computer Studies

Professor Thoman, chairman; Associate Professors Eichhoefer, Mathis; Assistant Professors Buss, Sherrick.

MATHEMATICS

A grade of C or higher is required in each course for the major.

B.A. in Mathematics

Major: 32 semester hours including Mathematics 199, 200, 201, 281, and three courses from 301, 305, 335, 347, 410.

A student who selects mathematics as a second major combined with a B.S. primary major is not required to take the additional B.A. degree courses.

B.S. in Mathematics with Data Processing Emphasis

Major: Mathematics 199, 200, 201, 281, 335, one upper level elective in mathematics; Computer Studies 160, 170, 215 plus two computer studies electives; Accounting 211, 221; Business Administration 201, 301.

Students majoring in mathematics may receive certification to teach mathematics in grades 7-12 in the State of Missouri by completing the General Education, Professional Education and Teaching Field Requirements outlined in the *Student Handbook for Teacher Certification*, available in the department of education office.

99. Basic Algebra. 2 cr. hrs.

An introduction to algebra including the language of algebra, linear and quadratic equations, factoring and polynomials. Designed to prepare students for college algebra (MAT 145) and other quantitative courses. May not count toward satisfaction of the general education requirement in Mathematics and the Natural Sciences. Offered every semester, second seven weeks.

105. Structure of the Number System. 4 cr. hrs.

Develops basic vocabulary and concepts of the numbers system, including topics of geometry and algebraic extensions. Pre-

requisite: fewer than three units of high school mathematics; or elementary education majors. (May not count for mathematics major.)

145. Introduction to College Mathematics. 4 cr. hrs.

Topics will be selected from algebra and analytic geometry to give an insight into the nature, role and scope of mathematics with emphasis on algebra. Prerequisite: three years of high school mathematics; no senior math analysis or calculus. (May not count for mathematics major.)

150. Discrete Mathematics. 4 cr. hrs.

An introduction to logic, sets, functions, combinatorics, and graph theory. Intended for freshmen with high school mathematics through Algebra II. Second semester.

199. Calculus I. 4 cr. hrs.

An introduction to the concepts of limits, continuity and the derivative. Includes the techniques and applications of the derivatives and differentials of the elementary functions. Prerequisite: three units of high school mathematics. First semester.

200. Calculus II. 4 cr. hrs.

A continuation of MAT 199 including the derivative of transcendental functions and single variable integral calculus. Prerequisite: Calculus I or advanced placement. Second semester.

201. Calculus III. 4 cr. hrs.

Sequences, series, solid analytic geometry and multivariate calculus. Prerequisite: MAT 200 or advanced placement. First semester.

202. Calculus IV. 4 cr. hrs.

Ordinary differential equations. Solution of differential equations by operators, power and Fourier series and Laplace transforms included. Prerequisite: MAT 201. Second semester, alternate years.

216. Elementary Statistics for Social Sciences. 4 cr. hrs.

A first course in statistics for students in education and the social sciences. Collection, interpretation and presentation of statistical data. No algebra background assumed. Second semester.

Mathematics-Computer Studies

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. Applications include the use of matrices to represent arrays of data, least squares approximations to data, the concept of the generalized inverse and linear programming. Attention is also given to numerical methods for solving systems and the eigen-value problem. Prerequisite: MAT 199 or equivalent. First semester, alternate years.

301. College Geometry. 3 cr. hrs.

A study of Euclidian Geometry, finite geometries, and non-Euclidian geometries. Prerequisites: junior standing or consent of instructor. Second semester, alternate years.

305. Introduction to Probability and Mathematical Statistics. 4 cr. hrs.

An introduction to probability spaces, distribution and estimation theory with emphasis on model building. Prerequisite: MAT 201. Second semester, alternate years.

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. This is the required logic course for philosophy majors and is applicable towards the mathematics major. Course methodology includes lecture, discussion and a computer lab. Also listed as PHI 331.

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 200 and CST 120 or equivalent. Second semester, alternate years. Also listed as CST 335.

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 201. First semester, alternate years.

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. First semester, alternate years.

451. Advanced Mathematics Seminar. 4 cr. hrs.

Special topics in advanced mathematics for juniors and seniors to provide advanced study opportunities in analysis, algebra and applied mathematics.

490. Independent Study. 1-4 cr. hrs.

Approved on- or off-campus projects in independent research and reading by mathematics majors.

COMPUTER STUDIES

A grade of C or higher is required in each course in the major.

B.A. in Computer Science

Major: CST 160, 170, 225, 320, 335, 406; MAT 199, 200, 281, 331. Must have a grade of B or higher in CST 170.

Those who select computer science as a second major in combination with a B.S. primary major may follow the general education requirements for the B.S. degree.

B.S. in Systems and Data Processing

Major: CST 155, 160, 170, 215, 235, 325; ACC 211, 221; MAT 216 or BUS 318; BUS 201, 326 plus one elective from BUS 301, 305, 315 or ECO 308.

120. BASIC. 2 cr. hrs.

Elements of BASIC to enable the computer user to write and solve beginning to intermediate computer programs. (Will not count toward computer science or mathematics major.)

130. Microcomputers/Applications. 2 cr. hrs.

An introduction to the concepts of microcomputers and the productivity tools which are available for use with them. This is a computer literacy course which assists students to develop skills which can be of benefit both during their college career and after graduation. Topics include computer concepts, micro-

Mathematics-Computer Studies

computer operating systems, word processing, electronic spreadsheets, database concepts, and presentation graphics. (Will not count toward computer science or mathematics major.) Students may not receive credit for this course if taken after CST 155.

140. Advanced BASIC. 2 cr. hrs.
A continuation of the study of BASIC language with emphasis on file usage in business programs. The course will include constructing and using sequential, random access, and indexed files. CST 120 or equivalent. Second semester.

155. Business Information Systems. 4 cr. hrs.

An introduction to computer hardware, software, procedures, and system concepts with the integration and application of these concepts to business and other segments of society. Microcomputer productivity tools commonly used in business will be discussed and applied. First semester.

160. Computer Science I. 4 cr. hrs.
Structured approach to programming methodology, algorithms and elementary data structures using a high level structured language such as Pascal, Modula-2, or Ada. Corresponds to the contents of CST 1 in the recommended curriculum of ACM. First semester.

170. Computer Science II. 4 cr. hrs.
A continuation of Computer Science I, CST 160, with emphasis on the development of more complex algorithms and additional data structures including stacks, queues, linked lists, and trees, using a high level structured language such as Pascal, Modula-2, or Ada. Corresponds to the contents of CST 2 in the recommended curriculum of ACM. Prerequisite: CST 160. Second semester.

210. Introduction to Compiler Concepts. 4 cr. hrs.
Study of the process of translating high-level programming language constructs to lower-level machine-oriented code. Concepts include: introduction to formal language theory, token recognition, lexical analysis, parsing of context-free languages and generation of symbolic machine code. Prerequisite: CST 160, 170 or equivalent. Offered on demand.

215. COBOL—Programming and Applications. 4 cr. hrs.
Introduction to the application of computing in business using COBOL and a structured approach to programming. Prerequisite: CST 155 or equivalent. First semester.

225. ASSEMBLER Language. 4 cr. hrs.
Major emphasis on learning the machine-oriented ASSEMBLER language. Content will include the number systems, data representations and instruction formats associated with machine languages. Labs will be used to acquaint the student with the software and system operations involved in compiling and executing ASSEMBLER language programs in a disc-operating system. Prerequisite: CST 160, 170 with a grade of B or higher. First semester, alternate years.

235. Systems Analysis and Design. 4 cr. hrs.

An introduction to the role of the systems analyst in analyzing and designing a data processing system. Knowledge of BASIC and COBOL is assumed. Prerequisite: CST 215. Second semester.

315. Programming in C. 4 cr. hrs.
Introduction to the C programming language including functions, control, data structure, I/O and the preprocesses. Course presupposes familiarity with structured program design. Second semester, alternate years.

320. Data Structures. 4 cr. hrs.
The models used to represent data-objects in memory including sets, lists, arrays, strings, linked lists, graphs, trees. Also, methods of manipulating the structures: searching, sorting, hash coding, pointers. Prerequisite: CST 160, 170 with a grade of B or higher. First semester.

325. Data Base Management Systems. 4 cr. hrs.

Survey of the design and capabilities of data base and data management systems. Experience techniques of data organization in a data base environment employing the query language of a typical data base management system. Prerequisite: CST 235. First semester.

335. Numerical Analysis. 4 cr. hrs.
See course description for MAT 335.

Mathematics-Computer Studies

403. Advanced Computer Studies Seminar.

1-4 cr. hrs.

Special topics in advanced computing including Prolog, Artificial Intelligence, Advanced COBOL, Fortran.

406A & B. Micro-Computer Architecture and Interfacing.

2-4 cr. hrs.

See course description for Physics 406.

490. Independent Study.

1-4 cr. hrs.

Approved on- or off-campus projects in independent reading and research by majors in computer science or systems and data processing.



Music

Professor D. Brown, chairman; Professors Emig, Epley, Posey, Riddle, Wilder; Assistant Professors H. Brown, Hendrix, Permenter, Schaefer, Witzke.

The music department, an accredited institutional member of the National Association of Schools of Music, offers two degree programs: the bachelor of arts and the bachelor of science.

Music education certification programs in vocal (K-12), instrumental (K-12) and combined vocal/ instrumental (K-12) music are achieved through the bachelor of science degree program. Additional information about music education is available from the student's major advisor, from the *Music Department Student Handbook* (in the music department office), and from the *Student Handbook for Teacher Certification*, in the education department office.

Both degrees require 124 credit hours for graduation (exclusive of ensemble and recital requirements). Recital attendance is required of all music majors. The Recital Attendance Policy is described in the *Music Handbook*.

Under the bachelor of arts degree, 40 hours of music credit are allowed (exclusive of required ensemble credits). The core music requirements are as follows: 16 hours of basic musicianship/theory, 6 hours of music history, 2 hours of conducting, 12 hours of applied study (including keyboard), and 4 hours of music electives. A grade of C or higher is required in each music course for the major.

Within the bachelor of science program, 60 hours of music are required (exclusive of required ensemble credits). All students complete a common core of music studies which includes: 16 hours of basic musicianship/theory, 6 hours of music history, 4 hours of conducting, 4 hours of counterpoint/analysis, and 18 hours of applied study (including keyboard) for a total of 48 hours. The remaining 12 music hours are elective and may be selected to support the student's professional goals: public school music, church music, performance, theory/composition, private teaching or music business. A grade of C or higher is required

in each music course for the major. Specific programs are included in the *Music Handbook* available on request from the music office and given to each entering music major.

The music major can also be combined with other majors such as business, chemistry, communication, English, math, religion and so on. Those students who combine a major in music with one from a different department are required to meet only the B.A. music major requirements regardless of the degree the student might earn. If the student's degree is a B.S., the student has the option of fulfilling B.S. music requirements. Sometimes these established programs do not meet the academic or vocational needs of a particular student. In these cases, the college provides an opportunity for the student to design an individual major program of study. Further information is available upon request.

Beginning spring semester 1991, the following music courses may be used to partially fulfill humanities credits in completing General Education Program I or the distribution component of Program II: MUS 101a-b-c, MUS 102a-b-c, MUS 140, MUS 201a, b, MUS 202a, b, MUS 301, and MUS 302. Other courses will be added in the future.

MUSIC THEORY

All students should be prepared to take Music 101a-b-c, 102a-b-c, 201a-b, and 202a-b as complete four-hour courses.

101. Introduction to Basic Musicianship.

4 cr. hrs.

101a. Introduction to Basic Musicianship: Music Literature. (2 cr. hrs.) A general introduction to the elements of music, its forms, historical periods, and representative literature. First semester.

101b. Introduction to Basic Musicianship: Music Fundamentals. (1 cr. hr.) A detailed aural and written study of basic theoretical concepts, the elements of music, and music notation. First semester.

101c. Introduction to Basic Musicianship: Keyboard Harmony I. (1 cr. hr.) Application of theory to the keyboard: chord study,

Music

harmonization of melodies; transposition; modulation; scales and cadences; sight reading. First semester.

102. Music Theory and Ear Training I. 4 cr. hrs.

102a. Music Theory I: Diatonic Harmony. (2 cr. hrs.) A study of the principles of diatonic harmony, nonchordal tones, and secondary dominants, including four-part writing, analysis, and creative work. Prerequisite: MUS 101b. Second semester.

102b. Music Theory I: Ear Training. (1 cr. hr.) Sightsinging and dictation of diatonic scales, intervals, triads, rhythmic groups, and tonal melodies. Prerequisite: MUS 101b. Second semester.

102c. Music Theory I: Keyboard Harmony II. (1 cr. hr.) Continuation of Keyboard Harmony I. Prerequisite: MUS 101c. Second semester.

201. Music Theory and Ear Training II. 4 cr. hrs.

201a. Music Theory II: Chromatic Harmony. (3 cr. hrs.) 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 102a. First semester.

201b. Music Theory II: Ear Training II. (1 cr. hr.) Sightsinging of tonal melodies, canons, and part music in treble, bass, and C-clefs. Dictation of tonal melodies, rhythmic groups, harmonic intervals, and two- and four-part music. Prerequisite: MUS 102b. First semester.

202. Music Theory and Ear Training III. 4 cr. hrs.

202a. Music Theory III: Twentieth Century Harmony. (3 cr. hrs.) A study of the techniques of 20th-century compositions; and investigation of Impressionistic, dynamic, nationalistic, serialistic, aleatoric, and electronic practices. Prerequisite: MUS 201a. Second semester.

202b. Music Theory III: Ear Training III. (1 cr. hr.) Sightsinging of tonal, atonal, and modal melodies, canons, and part music. Dictation of tonal, modal, and modulating melodies, harmonic intervals, rhythmic groups, and two-, three-, and four-part music. Prerequisite: MUS 201b. Second semester.

301. Music Theory IV: Counterpoint. 2 cr. hrs.

A study of 18th-century contrapuntal techniques, including analysis of representative literature and creative writing. Prerequisite: MUS 201a. First semester.

302. Form and Analysis. 2 cr. hrs.

A study of the classical forms in music and analysis of representative works of different musical forms and historical periods. Prerequisite: MUS 201a. First semester.

401. Instrumentation. 2 cr. hrs.

A study of the acoustical and timbral properties of wind, string, and percussion instruments, and experience in scoring for various combinations of these instruments. Prerequisite: MUS 201 or permission of instructor. First semester, 1990.

402. Composition. 2 cr. hrs.

A study of the techniques and practical experience in the composition of the smaller musical forms for both the instrumental and vocal media. Prerequisite: MUS 201 and permission of instructor. Second semester, 1991.

403. Arranging. 2 cr. hrs.

A study of techniques involved in and practical experience in the arranging of existing music for both the instrumental and vocal media. Prerequisite: MUS 201 and permission of instructor. First semester, 1991.

HISTORY AND APPRECIATION

140. Music Appreciation. 4 cr. hrs.

Open to all students desiring an understanding of music as an element of liberal culture. Designed to develop competence in listening to music and to offer meaningful experiences in legitimate music. Previous training in music not required. Non-majors only.

341. History of Western Music. 3 cr. hrs.

A survey of music of Western Civilization through the Baroque Era. Approval of instructor. First semester.

342. History of Western Music. 3 cr. hrs.

Begins approximately 1720 and continues through the Contemporary period. Approval of instructor. Second semester.

441. Music Literature: Performance Practices and Historical Research.

2 to 4 cr. hrs.

May be offered as a specialized course in the literature of a specific area, e.g., Choral Literature, Vocal Literature, Piano Literature, Symphonic Literature, Chamber Music. Prerequisite: permission of instructor. Offered on demand.

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 chairman. The times for music lessons are arranged through the music office. There is a fee charged for all lessons.

Private study is available on two levels: General (MUS 211 or 212) and Advanced (MUS 411 or 412). Advanced level is allowed only with permission of the music faculty. Although specific requirements may vary among the applied areas, each student must successfully complete two semesters of study before the student can be considered for advanced study. All private lessons may be repeated as desired, using the same number where necessary.

Students in vocal study participate in diction classes (MUS 211 VOL) during the opening weeks of the first semester each year.

The last digit of the course number indicates the number of credit hours. The section abbreviations indicate the exact area of study.

Lessons are offered in:

Piano	PN
Organ	OR
Harpsichord	HP
Voice	VO
Violin	VN
Viola	VA
Cello	VC
String Bass	SB
Bass Electric Guitar	BG
Classical Guitar	CG
Harp	HR

Flute	FL
Oboe	OB
Clarinet	CL
Saxophone	SX
Bassoon	BS
Trumpet	TP
French Horn	FH
Trombone	TB
Euphonium	EU
Tuba	TU
Percussion	PC

CLASS INSTRUCTION

111PN. Class Piano. 1 cr. hr.
A minimum of four and a maximum of eight students. Beginning piano through level four. May be repeated using the same number. (Fee charged)

111VO. Class Voice. 1 cr. hr.
A minimum of four and a 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)

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)

211VOL. Applied Voice Lab. 0 cr. hrs.
A diction lab in which students have opportunity, through oral and written exercises, to learn the International Phonetic Alphabet. Application is then made to singing and the problems related to articulation and vowel shape. Prerequisites: None. (This course is to be taken by all students enrolled in MUS 211VO, Applied Voice.)

MUSIC EDUCATION

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.

Music

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. Second semester. Also listed as EDU 352.

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. First semester. Also listed as EDU 353.

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. First semester. Also listed as EDU 451.

452. Vocal Music Methods in the Secondary Schools.

2 cr. hrs.

Methods, materials and techniques for teaching music in grades 7-12. Majors only. Second semester, first seven weeks. Also listed as EDU 452.

453. Instrumental Methods in the School.

2 cr. hrs.

Methods, materials and techniques for teaching instrumental music in the public school. Majors only. Second semester, first seven weeks. Also listed as EDU 453.

462. Vocal Pedagogy.

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. First semester, 1990. Also listed as EDU 462.

CONDUCTING

361. Instrumental Conducting.

2 cr. hrs.

Instrumental conducting techniques including the use of the baton. Prerequisite: Music fundamentals and Theory and Ear Training I. Second semester.

362. Choral Conducting.

2 cr. hrs.

Choral conducting techniques, including experience with campus ensembles. Prerequisite: Music Fundamentals and Theory and Ear Training I, or permission of instructor. First semester.

CHURCH MUSIC

343. Church Music Administration.

4 cr. hrs.

Organization and direction of the multiple choir system. Vocal methods for children, youth and adults. Church music administration (including preparation of music budget), general worship philosophies, handbell techniques. Second semester, 1991.

344. The Church and Its Hymnody.

4 cr. hrs.

An historical study of hymns and hymn writers and of the place of hymn singing in worship. An analysis of the elements constituting good hymns, and a critical study of published hymnals. Taught by the music department faculty. Also listed as REL 344. Second semester, 1992.

345. Instrumental Music in the Church.

2 cr. hrs.

A seminar for the church musician in the organization, maintenance and use of instrumental music in the church. Contents include the study of instrumentation, literature, arranging, instrument procurement and maintenance, and computer assisted programs. First semester, 1990.

371. Organ Service Playing.

2 cr. hrs.

Survey of music appropriate for use in church, and practice in improvisation, modulation, accompanying, and sightreading as applied to the worship service. Second semester, 1991.

PERFORMING ORGANIZATIONS

Varieties of performing experiences are available to all qualified students. Non-music majors may use up to eight hours' ensemble credit as elective hours toward graduation. The same course number is used when repeating the ensemble.

TRAINING ENSEMBLES

103A. Beginning Handbells.

No Credit

103B. Training Orchestra.

1 cr. hr.

Applicable to instrumental ensemble requirements for music majors.

CHAMBER ENSEMBLES No Credit

Each ensemble may not be offered each semester.

- 203A. Advanced Handbells.
- 203B. Intermediate Handbells.
- 203C. Chamber Singers.
- 203D. Cardinal Brass.
- 203E. Chamber Strings.
- 203F. Flute Choir.
- 203G. Woodwind Ensemble.
- 203H. String/Piano Ensemble.
- 203I. Percussion Ensemble.
- 203J. Guitar Ensemble.
- 203K. Vocal Ensemble.

LARGE ENSEMBLES

303. Chapel Choir. 1 cr. hr.

Membership in the Chapel Choir is open to the student body. Membership auditions are held each semester. The choir sings for college worship services, presents concerts in area churches, and makes an annual tour. The tour choir consists of approximately 80 voices and is selected from the membership of the Chapel Choir. Applicable to vocal ensemble requirements for music majors.

304. Concert Choir. No credit

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 ensemble requirements for music majors.

305. Symphonic Band. 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 annually. Applicable to instrumental ensemble requirements for music majors.

306. Jazz Band. No credit

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.

307. Liberty Symphony. 1 cr. hr.

This orchestra is open to all students and community musicians as openings are available. The symphony rehearses once a week for two hours, and presents four programs a year. Applicable to instrumental ensemble requirements for string music majors.

PROFESSIONAL COURSES

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. May not apply toward satisfaction of Humanities requirement. Also listed as COM 241.

370. Independent Study. 1-4 cr. hrs.

372. Organ Pedagogy. 2 cr. hrs.

Survey of organ method books. Practical application through observation and supervised teaching. Second semester, 1992.

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. Prerequisites: permission of the instructor. First semester.

376. Piano Accompanying. 1 cr. hr.

Piano accompanying techniques for basic vocal and instrumental solos. Representative works from contrasting periods of music. Offered on demand.

377. Piano Pedagogy: Teaching Beginning Students. 2 cr. hrs.

Study of principles of teaching for individual and class instruction for the beginning student. Survey of methods and materials. Practical application through observation and supervised teaching. First semester, 1991.

Music

378. Piano Pedagogy: Teaching Intermediate Students. 2 cr. hrs.

Study of principles of teaching the intermediate student. Survey of methods, materials and literature. Practical application through observation and supervised teaching. First semester, 1990.

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 111 or instructor's consent. Offered as needed.



Nursing

Professor Johnson, chairwoman; Professors Edwards, Thompson; Associate Professor Kersten; Assistant Professors Bakewell, Clark, Godfrey, Massa, Meyer, Webb; Instructor Saxon.

The nursing program at William Jewell College is a carefully designed program of professional studies in nursing, liberal arts courses, and professional support courses which leads to the bachelor of science degree with a major in nursing.

The department is accredited by the Missouri State Board of Nursing, and graduates are eligible to apply to take the State Board Examination for licensure (refer to the State of Missouri Nursing Practice Act, 335.066, 1.2 (1) through (14), as amended 1981). The department is accredited by the National League for Nursing.

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. A full statement of the philosophy of the nursing program at William Jewell College is available from the department offices.

ADMISSION

Students are admitted twice each year. A minimum cumulative grade point average of 2.50 with a minimum of C in all science courses and completed prerequisite courses is required to be eligible for admission to the program. Students may begin the program in the spring or summer semester. To have an application considered for spring admission, the completed application must be filed with the department by Nov. 1. To have an application considered for summer admission, the completed application must be filed with the department by April 1. A detailed statement of policies and procedures is

available in the Department Student Handbook. A maximum of 60 students will be admitted each year.

Registered Nurse Admission: Graduates of approved Diploma or Associate Degree programs are eligible for admission to the department. Further information regarding the program for registered nurses is available upon request.

Transfer Student Admission: Transfer students must have a 2.50 GPA, a minimum of C in all science courses, and completed prerequisite prior to acceptance into the nursing program. Transfer students may enter NUR 250 in the spring or summer semesters. Nursing courses do not usually transfer among nursing programs.

Applications: The faculty will act only upon completed applications which include:

1. Department of nursing application form.
2. High school transcripts.
3. Official transcripts from each college attended.
4. Verification of current professional licensure (R.N. applicants only).

It is the student's responsibility to ascertain that the application is complete.

Spring and Summer Admission: To begin NUR 250 during the spring or summer semester, a student must have completed the following prerequisites or equivalents:

English 100
Communication 100
Psychology 211
Sociology 211

Chemistry requirements for students enrolled at William Jewell College are fulfilled by any of the following combinations:

Chemistry 101 & Winterim Chemistry
Chemistry 101 & 102
Chemistry 105

Students transferring Chemistry course(s) into William Jewell College will need at least a five-hour laboratory course covering both inorganic and organic chemistry.

In addition the following courses must have been completed prior to beginning NUR 330:

Nursing

Biology 221 - Microbiology

Biology 243 - Anatomy

Biology 244 - Physiology

Biology 307 - Nutrition

Philosophy 202 - Ethics

Psychology 306 - Developmental Psychology

Required Courses: The following courses are required in the nursing major: 250 (251 for RN students), 330, 340, 342, 350, 352, 420, 422, 425, 432, 434, 452, 454.

Nursing majors are required to take Psychology 303, abnormal psychology, and math 216, elementary statistics for social sciences.

212. Human Sexuality. 2 cr. hrs.

This course focuses on the sexual development of individuals throughout the lifespan. Emphasis is placed on psychosocial and physiological factors which affect an individual's sexuality.

For all majors. No prerequisites. First and second semesters. Also listed as SOC 212.

214. Health, Safety and Nutrition of the Young Child. 2 cr. hrs.

This course will present an overview of the principles involved in providing a safe and healthy environment for a young child.

Students will apply this information by visiting and evaluating a day care center.

Prerequisites: PSY 306 or EDU 205.

215. Stress Management. 2 cr. hrs.

The purpose of this course is to assist the learner in becoming aware of intrapersonal and interpersonal stress. Awareness of the stressors which trigger the stress response will then be used to facilitate improving skills in self management. Numerous contributing factors will be explored as they relate to the capacity of the individual to cope with daily stress. A variety of stress management skills will be investigated and practiced throughout the course.

220. Nursing as a Profession. 2 cr. hrs.

This course is designed to promote students' understanding of and entry into the nursing profession. Emphasis is placed on the development of attitudes and values supporting roles of professional nurses. The course includes an introduction to the philosophy and conceptual framework of the department of

nursing, a brief history of nursing, roles of the professional nurse, study/test-taking skills, and problem solving/decision making. First semester.

250. Fundamentals of Nursing. 5 cr. hrs.

Introduction to the major concepts of the curriculum framework. The following concepts are emphasized in classroom and laboratory situations: systems theory, nursing process, developmental theory, health, professionalism and research. Also included are beginning nursing skills necessary to provide nursing care. Laboratory and clinical experience assist the student in applying basic nursing and assessment skills. An average of four hours lecture and three hours clinical practice/laboratory per week. Prerequisite: see admission criteria. Second semester.

251. RN Bridge Course. 2 cr. hrs.

This course is designed as a bridge for registered nurse students (RN) beginning their baccalaureate course work in nursing. Prerequisites: acceptance into Nursing Program, current licensure as a registered professional nurse.

330. Family Health Nursing. 8 cr. hrs.

The course is the first in the nursing curriculum with a major clinical component.

The focus is on applying nursing process in health management with childbearing and childrearing families. Emphasis is placed on physical, psychosocial, and spiritual assessment of the individual within the family system.

The clinical component includes six weeks' experience in two major clinical areas: obstetrical and pediatric nursing. Four lecture hours and 12 clinical hours per week.

Prerequisite: NUR 250. Corequisite: NUR 340. First semester.

340. Human Pathophysiology. 3 cr. hrs.

Pathophysiology is a didactic course in the study of human pathophysiological processes and responses. Prerequisites: BIO 243, 244 or equivalents, PSY 306 or equivalent.

342. Nursing Assessment. 1 cr. hr.

Nursing assessment includes didactic and laboratory experiences with interviewing, nursing history taking, technique of physical

Nursing

examination and head-to-toe physical examination. Prerequisite: NUR 250. First semester.

350. Adult Health Nursing. 8 cr. hrs.

Designed to build upon the basic skills and theories taught in NUR 330. The focus is on applying nursing process in the health management of adult individuals and families. Emphasis is placed on assessment of illness and wellness components of the health continuum utilizing a holistic framework. The clinical component consists of experience in medical-surgical nursing. Four hours of lecture and 12 hours of clinical practicum and practice laboratory per week. Prerequisite: NUR 250, 330, 340. Second semester.

352. Pharmacology. 4 cr. hrs.

This required course is an in-depth study of major drug classification and will include: pharmacodynamics, pharmacokinetics, therapeutic uses, adverse reactions, precautions and contraindications, nursing interventions and client education. Prerequisites: NUR 250, 330, 340, 342; concurrent with NUR 350. Second semester.

420. Nursing Research. 2 cr. hrs.

Introduction to basic research methodology and its application to nursing. Prerequisite: MAT 216; NUR 250, 330, 340, 342, 350. First semester.

422. Special Topics in Nursing. 2 cr. hrs.

This course is designed to provide an in-depth learning experience for the senior nursing student. Focus is on student presentations and discussions of selected topics. Prerequisite: NUR 250, 330, 340, 342, 350. First semester.

425. Trends and Issues. 2 cr. hrs.

Discussion of current and future issues in nursing. Emphasis is on student presentations and discussions. Prerequisite: NUR 250, 330, 340, 342, 350, 420, 422, 432, 434. Second semester.

432. Mental Health Nursing. 4 cr. hrs.

Emphasizes nursing care of clients with dysfunctional behavior. The focus is on

applying the nursing process in assisting clients to achieve the maximum level of mental health. Four hours of lecture per week and 12 hours of clinical experience for seven weeks in a psych/mental health setting. Prerequisite: NUR 250, 330, 340, 350; PSY 303. First semester.

434. Advanced Adult Health Nursing.

4 cr. hrs.

This course offers in-depth study and experience in advanced adult health nursing. Four hours of lecture and 12 hours of clinical experience in specialty areas. Prerequisite: NUR 250, 330, 340, 342, 350. First semester.

440. Nursing in Great Britain. 1 cr. hr.

This course is required for senior nursing students who study in England second semester. The course will provide the student with an overview of the British Health Care system, health care services, British nursing education preparation and community roles and cultural variables relating to health in Great Britain. The student will also participate in a community health clinical experience. First semester.

452. Community Health. 5 cr. hrs.

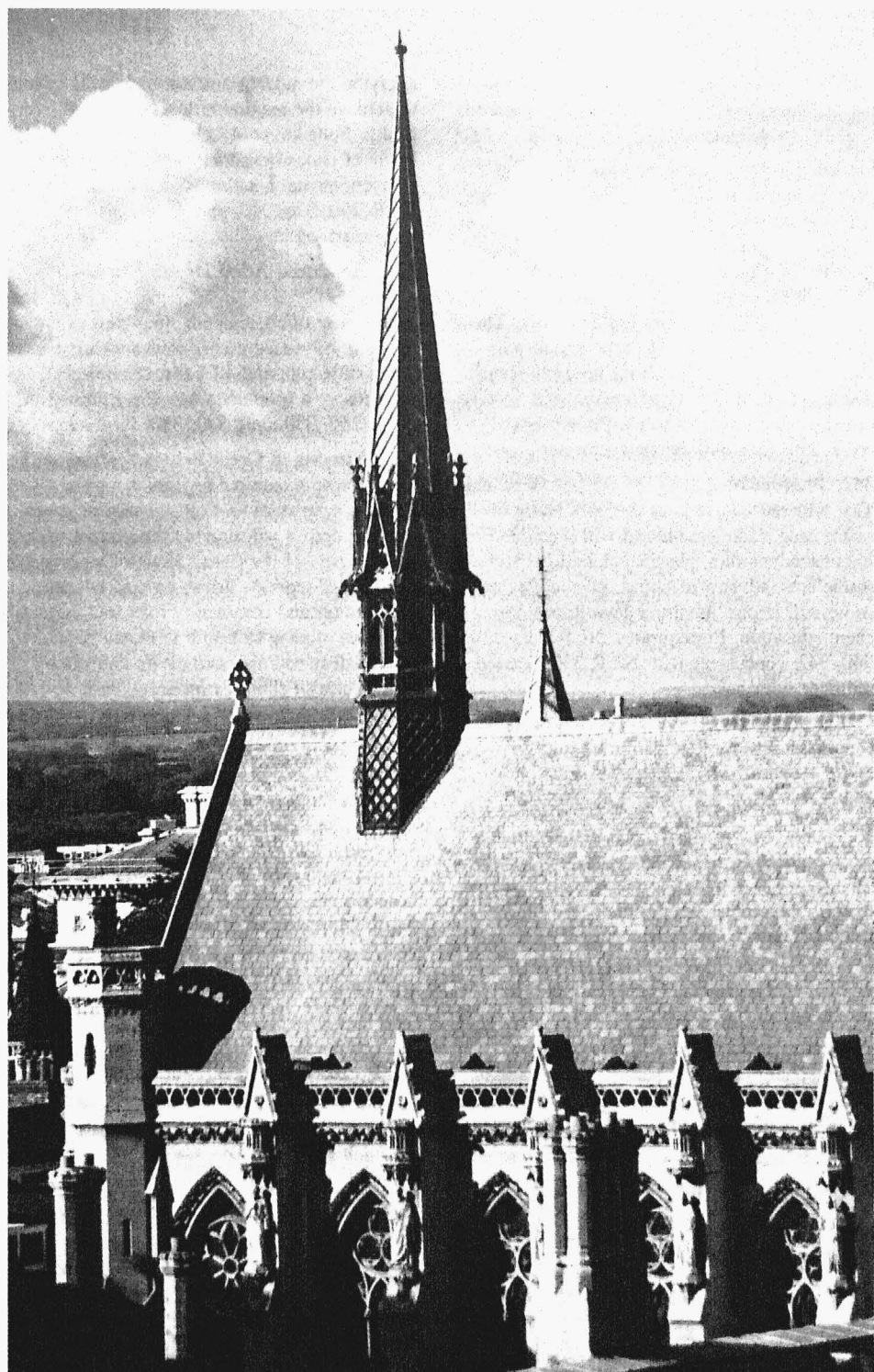
This course focuses on community and large group systems as well as environmental stressors and issues in nursing practice. Four hours of lecture and 16 hours of clinical experience for seven weeks in a distributive setting. Prerequisite: NUR 250, 330, 340, 342, 350, 422, 432, 434. Second semester.

454. Management/Leadership. 5 cr. hrs.

This course focuses on stressors and issues in nursing practice related to nursing leadership skills and management of groups. Four hours of lecture and 16 hours of clinical experience for seven weeks in an episodic setting. Prerequisite: NUR 250, 330, 340, 342, 350, 422, 434. Second semester.

260, 360, 460. Independent Study in Nursing.

1-6 cr. hrs.



The Oxbridge Alternative Program

Dean Shannon, Senior Tutor

Oxbridge Alternative tutorial majors are offered in English Language and Literature, History, Institutions and Policy (an interdisciplinary major involving philosophy, politics, and economics), Music, Religious Studies, and Science (an interdisciplinary major in molecular biology).

The small group of outstanding students admitted to the program prepare for senior comprehensive examinations in the major fields by study in individual or small-group tutorials and by independent reading and research. They normally spend the junior year in one of William Jewell's programs in either Oxford or Cambridge. Freshmen enter as Oxbridge Open students and do not apply for entry into majors until late in spring semester.

Members of many departments of the college serve as tutors. The seminar and tutorials are open only to students formally admitted to the program.

A general description of the program is given in the Curriculum section of this catalog. For detailed information, please consult *The Oxbridge Alternative Handbook*.

OXA. 100. Introductory Seminar. 4 cr. hrs.

An introduction to the research methods, analysis of primary and secondary sources, and writing skills which will be used in tutorials. Subject matter may sometimes vary, but students will always engage in extensive reading, writing, and discussion. Each student will present papers before the group. **Prerequisite: acceptance into the Oxbridge Alternative Program.** Successful completion of the seminar is prerequisite to any tutorial. (May be applied toward fulfillment of a social science requirement.)

OXA. 150. Writing for Oxbridge. 4 cr. hrs.

Extensive practice in reading and writing to help students develop their ability to write with clarity, organization, and correctness.

Prerequisite: acceptance into the Oxbridge Alternative program. Students who have not passed the College Proficiency Test of Writing Skills when they enter the course will take that test as their final examination. The subject matter for writing and critical analysis will reinforce that of the Oxbridge Introductory Seminar. Fulfills the composition requirement.

Full credit for a tutorial, including a tutorial taken in England in the major subject, is achieved only when the sophomore collection paper or related comprehensive examination papers have been completed. As credit hours are shown for the tutorials listed below, the first number indicates the credits earned when tutorial work is completed through the collection or comprehensive examination; the number in parentheses 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 number of credit hours shown in parentheses.

Prerequisite: a tutorial must be related to the comprehensive examination fields of a student's Oxbridge major.

Tutorials for THE O.A. TUTORIAL MAJOR in ENGLISH LANGUAGE AND LITERATURE. John Westlie, Associate Professor of French, coordinator of the major.

OXE. 105, 205. Approaches to the Study of Literature. 4(2) cr. hrs.

Tutors: Myra C. Unger, Professor of English and Michael Williams, Associate Professor of English

An introduction to reading literature, using three of the most common, accessible, and useful approaches to the study of literature—the thematic approach, the genre approach, and the historical approach.

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OXE. 200, 300, 400. The Narrative Voice in Literature. 8 (4) cr. hrs.

Tutor: Myra C. Unger, Professor of English
Focus on the two narrative voices in which any writer may present material—autobiographical and fictional. An intensive reading of primary and secondary works on the nature of narrative voice.

OXE. 201, 301, 401.

Autobiographical Voice. 4 (2) cr. hrs.

OXE. 202, 302, 402. Fictional Voice. 4 (2) cr. hrs.

OXE. 210, 310, 410.

Realism, Naturalism and Early Modern Fiction. 8 (4) cr. hrs.

Tutor: D. Dean Dunham, Jr., Professor of English

A study of three modes expressed in 19th and 20th century fiction, especially novels written in England, the United States and (in translation) in France, Russia and Germany. The student will consider how philosophical, particularly aesthetic, matters shape literary expression. Generic form will also be introduced.

OXE. 211, 311, 411. Realist

Modes. 4 (2) cr. hrs.

OXE. 212, 312, 412. Naturalist and Modern Modes. 4 (2) cr. hrs.

OXE. 220, 320, 420. The Tragic Impulse in Western Drama. 8 (4) cr. hrs.

Tutor: Kim B. Harris, Professor of Communication

A survey approach to great Occidental dramatic tragedies. Representative works from virtually every time period will be read as the student studies form and characterization in the plays.

OXE. 221, 321, 421. Tragedy: The Dramatic Form. 4 (2) cr. hrs.

OXE. 222, 322, 422. Tragedy: Perspectives Through Drama. 4 (2) cr. hrs.

OXE. 230, 330, 430. Medieval and Renaissance English and Continental Literature. 8 (4) cr. hrs.

Tutor: John Westlie, Associate Professor of French

The tutorial traces the successive responses to the tradition established by the lyric poets (troubadours) who wrote in Southern France during the 12th century; through northern France, leading

to Chaucer; and through the poets of Renaissance Italy to Elizabethan sonnet sequences and Shakespeare.

OXE. 231, 331, 431. Chaucer and the French Tradition. 4 (2) cr. hrs.

OXE. 232, 332, 432. Elizabethan Poetry and Italian Literature. 4 (2) cr. hrs.

OXE. 240, 340, 440. Trends in Contemporary World Fiction. 8 (4) cr. hrs.

Tutor: Ian Munro, Professor of English
An examination of important issues in debate in post-World War II fiction. The tutorial compares the approach of major contemporary English, American, European and Third World writers to issues like social responsibility, the nature of fiction and the limits of formal experimentation.

OXE. 241, 341, 441. Issues of Form. 4 (2) cr. hrs.

Crucial areas of formal experimentation in contemporary international fiction.

OXE. 242, 342, 442. Issues of Content 4 (2) cr. hrs.

The intense international debate over what fiction has to say about man and society.

OXE. 250, 350, 450: Critical Theory
Tutor: Michael Williams, Associate Professor of English

OXE 251, 351, 451. 20th Century Literary Theory and Method 4 (2) cr. hrs.

This first unit traces the dominant schools of literary criticism from the late nineteenth century to the present. Those schools are often labeled traditional, formalist, structuralist, and deconstruction. During the first seven weeks the student will study the four schools in chronological order, looking especially at the theoretical bases of each; during the second seven weeks he or she will examine and apply the methods employed by each to a short story, a poem, and to Jane Austen's *Emma*.

OXE. 495. English Language and Literature Synthesis. 8 (4) cr. hrs.

Tutors: John Westlie, Coordinator of the major, and staff.
Revisions for the comprehensive examinations. Intensive reading and rereading, writing of examination-style essays.

Tutorials for THE O.A. TUTORIAL MAJOR IN HISTORY. Kenneth Chatlos, Professor of History, Coordinator of the major.

OXH. 110, 210, 310, 410. The Antebellum American Experience; U.S. 1787-1860. 8 (4) cr. hrs.

Tutor: Fredrick M. Spletstoser, Associate Professor of History
A detailed survey of antebellum American history (1787-1860), concentrating on 1) Government, politics and economics and 2) American society, culture and thought.

OXH. 111, 211, 311, 411. U.S. in the Pre-Civil War Crisis—Government, Politics, Economics. 4 (2) cr. hrs.
OXH. 112, 212, 312, 412. Society, Culture, Thought—Early National & Middle Periods. 4 (2) cr. hrs.

OXH. 220, 320, 420. Political Leadership in Spanish America. 8 (4) cr. hrs.

Tutor: Antonio Vera, Associate Professor of Modern Languages
A general view of Spanish-American history, focusing on the theme of political leadership, and the closely related concepts of political, social, and economic stability. The student will first acquire a general thematic comprehension of the history of the Spanish-American countries. Later, the student will examine the different views on the subject of political leadership in the area.

OXH. 221, 321, 421. Spanish-American History. 4 (2) cr. hrs.
OXH. 222, 322, 422. Stability and Leadership in Spanish America. 4 (2) cr. hrs.

OXH. 230, 330, 430. Renaissance and Reformation Thought. 8 (4) cr. hrs.

Tutor: Kenneth Chatlos, Professor of History
A study of the most influential thinkers and movements in Renaissance and Reformation Europe (circa A.D. 1300-A.D. 1600). A careful reading of primary sources related to these thinkers and movements, and of scholarly secondary sources which interpret Renaissance and Reformation thought. Preparing essays on critical problems related to these thinkers and movements.

OXH. 231, 331, 431. Renaissance Thought. 4 (2) cr. hrs.

OXH. 232, 332, 432. Reformation Thought. 4 (2) cr. hrs.

OXH. 240, 340, 440. The Urban Experience in America. 4 (2) cr. hrs.

Tutor: Frederick M. Spletstoser, Associate 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, 350, 450. Hitler's Europe. 4 (2) cr. hrs.

Tutor: Kenneth Chatlos, Professor of History
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. 160, 260, 360, 460: Politics and Society in Eighteenth-Century Britain 4 (2) cr. hrs.

Tutor: Elaine A. Reynolds, Assistant 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 regards to these crucial topics in British history.

OXH. 270, 370, 470: The Spanish Civil War. 4 (2) cr. hrs.

Tutor: Antonio Vera, Associate Professor of Modern Languages
A study of the political, economic, social,

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military, and international aspects of the Spanish Civil War (1936-1939), with an introduction to the periods that led to the War: the Constitutional Monarchy, 1875-1923; the Dictatorship, 1923-1931; the Republic, 1931-1936.

OXH. 180, 280, 380: Survey of United States History 4 (2) cr. hrs.
Tutor: Frederick M. Spletstoser, Associate 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. 4(2) cr. hrs.
Tutor: Staff

This tutorial provides a structure for a final thesis project which some Oxbridge history majors may choose to 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. 8(4) cr. hrs.
Tutor: Kenneth Chatlos, Professor of History
This Synthesis Tutorial is designed to bring together the student's Oxbridge experience in preparation for comprehensive examinations.

Tutorials for THE O.A. TUTORIAL MAJOR in INSTITUTIONS AND POLICY. Michael Cook, Boatwright Professor of Economics, Coordinator of the major.

OXI. 110, 210, 310, 410. Moral Philosophy. 8 (4) cr. hrs.
Tutor: Robert S. Trotter, Professor of Philosophy

An examination of the enduring concepts and principles of moral philosophy and an application of them to arriving at reasonable judgments concerning timely moral issues. An intensive reading of, and preparing essays on, the classical and contemporary works that are well established as the most valuable for articulating moral issues and for evaluating the

arguments in support of positions on them. A probing study of, and the development of moral positions on, the most timely moral issues.

OXI. 111, 211, 311, 411.
Moral Theory. 4 (2) cr. hrs.
OXI. 112, 212, 312, 412.
Moral Issues. 4 (2) cr. hrs.

OXI. 120, 220, 320, 420. Economic Thought. 8 (4) cr. hrs.

Tutor: Michael Cook, Boatwright Professor of Economics; Lowell Jacobsen, Assistant Professor of Economics

The tutorial examines concepts developed by important economic writers.

OXI. 121, 221, 321, 421. Classical Political Economy. 4 (2) cr. hrs.
OXI. 122, 222, 322, 422. Modern Economic Thought. 4 (2) cr. hrs.

OXI. 230, 330, 430. Man and the Industrial Organization. 8 (4) cr. hrs.

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. 231, 331, 431. The Industrial Revolution through the Great Depression. 4 (2) cr. hrs.
OXI. 232, 332, 432. World War II to the Present. 4 (2) cr. hrs.

OXI. 490 Thesis. 4(2) cr. hrs.
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. 8(4) cr. hrs.
Tutors: Michael Cook, Boatwright Professor of Economics; Elizabeth R. Hoyt, Assistant Professor of Business Administration; Lowell Jacobsen, Assistant Professor

of Economics; Robert S. Trotter, Professor of Philosophy

The tutorial uses the casebook method to examine the moral responsibility of the individual and the corporation, both domestically and internationally.

Tutorials for THE O.A. TUTORIAL MAJOR in MUSIC. Sandra Emig, Professor of Music, Coordinator of the major.

OXM. 100, 200, 300, 400. Common Practice Harmony and Beyond: Melodic, Harmonic, Contrapuntal, Rhythmic, and Stylistic Practices of the 16th through 20th Centuries.

8 (4) cr. hrs.

Tutor: Sandra Emig, Professor of Music
A comprehensive study of Common Practice harmonic principles, their development through 16th- and 18th-Century contrapuntal practices, and their dissolution through a variety of 20th-Century compositional practices.

OXM. 101, 201, 301, 401. Common Practice Harmony: Diatonic and Chromatic Practices.

4 (2) cr. hrs.

OXM. 102, 202, 302, 402. Beyond Common Practice Harmony: Contrapuntal and 20th-Century Practices.

4 (2) cr. hrs.

OXM. 220, 320, 420. The Development of Western Music from the Early Renaissance to Mid-20th Century.

8 (4) cr. hrs.

Tutor: Donald C. Brown, Professor of Music
An examination of significant influences and developments in music of the Renaissance and Baroque Eras.

OXM. 221, 321, 421. The Study of Western Music of the Renaissance and Baroque Eras.

4 (2) cr. hrs.

OXM. 222, 322, 422. The Study of Western Music of the Classic, Romantic and 20th Century Periods.

4 (2) cr. hrs.

OXM. 230, 330, 430. Instrumental Conducting In Theory and Practice.

8 (4) cr. hrs.

Tutor: Phillip Posey, Professor of Music

Instrumental Conducting in Theory and Practice: a technical, historical and practical basis for the development of the instrumental conductor.

OXM. 231, 331, 431. Basic

Instrumental Conducting 4 (2) cr. hrs.

OXM. 232, 332, 432. Basic

Instrumental Conducting in Practice.

4 (2) cr. hrs.

OXM. 240, 340, 440. Symphonic Literature.

4 (2) cr. hrs.

Tutor: Phillip Posey, 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. 260, 360, 460: Formal Structures in Music

4 (2) cr. hrs.

Tutor: Sandra Emig, Professor of Music
A study and analysis of the principal structural forms of eighteenth- and nineteenth-century music.

OXM. 490. Thesis

4 (2) cr. hrs.

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.

8 (4) cr. hrs.

Tutors: Sandra Emig, Professor of Music (coordinator); Donald C. Brown, Professor of Music; Phillip Posey, Professor of Music.

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.

Oxbridge

Tutorials for the O.A. TUTORIAL MAJOR in RELIGIOUS STUDIES. David N. Duke, Professor of Religion, Coordinator of the major.

OXR. 100, 200. Orientation to the Study of the Bible. 4 (2) cr. hrs.

Tutor: J. Bradley Chance, Associate Professor of Religion

An introduction to the historical-critical study of the Bible. Such topics as Pentateuchal criticism, apocalypticism, synoptic gospel criticism, and Israelite, Jewish and early Christian history will be explored. In addition, the implications of historical-critical study on such important issues as biblical theology and inspiration will be examined. The student will read selections from more than 30 representatives of biblical scholarship and will write six essays on different critical, historical, and theological issues.

OXR. 211, 311, 411. The Patriarchs Through the 8th Century Prophets.

4 (2) cr. hrs.

Tutor: David O. Moore, Professor Emeritus of Religion

An examination of the history and literature of the pre-eighth-century Hebrew community. Emphasis is upon exegesis of Biblical passages relating to each selection section. The student will be expected to master and use the historical-critical method of Biblical study.

OXR. 220, 320, 420. Christian Theology.

8 (4) cr. hrs.

Tutor: David N. Duke, Professor of Religion

An introduction to Christian theology by examining the nature of religious faith in its classical and contemporary forms. Exploration of the theme in light of the challenges to faith, especially those related to the theodicy question: how one deals with extraordinary human suffering in light of the orthodox claim that God is both good and omnipotent.

OXR. 221, 321, 421. Faith and Doubt.

4 (2) cr. hrs.

OXR. 222, 322, 422. Faith, Suffering, and the Nature of God.

4 (2) cr. hrs.

OXR. 230, 330, 430. History and Literature of Early Christianity. 8 (4) cr. hrs.

Tutor: J. Bradley Chance, Associate Professor of Religion

This tutorial investigates a selection of some of the important documents which emerged from the early decades of the Christian movement. The teachings of Jesus, the message of the earliest followers of the Jesus movement, the theology and ethics of Paul, the interpretations of the Christian message offered by Mark, Luke and John will be examined. The student will read broadly in the New Testament itself as well as from important secondary literature.

OXR. 231, 331, 431. Jesus to Paul.

4 (2) cr. hrs.

OXR. 232, 332, 432. Paul to John.

4 (2) cr. hrs.

OXR. 240, 340, 440. Reading the Old Testament Law and Prophets.

8 (4) cr. hrs.

Tutor: Milton Horne, Assistant Professor of Religion

The two parts of this tutorial provide an introduction to a first critical reading of two major components of the Hebrew Bible: the Law and the Prophets. The focus is primarily literary; any ultimate significance of the Hebrew Bible must derive from a thorough awareness of its language, rhetoric and a history of composition. Thus, the history of Israel is relevant only insofar as it illuminates the sociological and cultural aspects which inform the literary process.

OXR. 241, 341, 441. Reading the Old Testament Law.

4 (2) cr. hrs.

OXR. 242, 342, 442. Reading the Old Testament Prophets.

4 (2) cr. hrs.

OXR. 250, 350, 450: Christian Ethics, Political Power and Economic Justice

8 (4) cr. hrs.

Tutor: David N. Duke, Professor of Religion

An introduction to Christian Ethics using the lives and writings of major Christian theologians and leaders who responded to the significant economic and political issues of the modern world.

OXR. 251, 351, 451. Christian Ethics: Economic and Political Issues in Modern America 4 (2) cr. hrs.

An introduction to Christian Ethics using the lives and writings of major Christian theologians and leaders who responded to the significant economic and political issues of the modern world. Major figures in modern America emphasized.

OXR. 252, 352, 452. Christian Ethics: The Problems of Totalitarianism and the Challenge of Marxism 4 (2) cr. hrs.

An introduction to Christian Ethics using the lives and writings of major Christian theologians and leaders who dealt with the problems of totalitarianism and the challenge of Marxism.

OXR. 495. Synthesis. 8 (4) cr. hrs.
Tutors: David N. Duke, Professor of Religion;
J. Bradley Chance, Associate Professor of Religion

In preparation for the comprehensive examination in Religious Studies, a study of the sociological basis of religious authority, the rise and evolution of religious authority in the context of the early Christian movement, and the nature of religious authority for theological and ethically normative claims.

Tutorials for THE O.A. TUTORIAL MAJOR in SCIENCE. Judith A. Dilts, Professor of Biology, Coordinator of the major.

OXS. 100, 200. Cell and Molecular Biology: An Introduction. 4 (2) cr. hrs.

Tutor: Judith A. Dilts, Professor of Biology
An introduction to the study of the molecular biology of the cell, this tutorial will include a brief history of cell and molecular biology, an introduction to the microscope, a comparison of prokaryotic and eukaryotic cells and an in-depth study of cellular evolution. Labs included are designed to give lab and analytical skills and to illustrate the topics being studied. The tutorial is designed to cover 14 weeks and assumes a knowledge of freshman level chemistry.

OXS. 110, 210, 310, 410. Calculus. 8 (4) cr. hrs.

Tutor: Joseph Truett Mathis, Associate Professor of Mathematics

A study of the differential and integral calculus, its development and application. Certain background readings on mathematics, related to mathematical history and the people involved.

OXS. 111, 211, 311, 411. The Differential Calculus. 4 (2) cr. hrs.

OXS. 112, 212, 312, 412. The Integral Calculus. 4 (2) cr. hrs.

OXS. 220. Organic Chemistry. 8 (4) cr. hrs.
Tutor: Marvin Dixon, Professor of Chemistry
The course is a study of the basic reactions of organic molecules and the relationships of structure to reactivity. Reaction mechanisms will be developed and examined. Structures will be defined by physical and chemical techniques. Laboratory skills in synthesis and observation will be developed at the microscale level. The application of basic information to new situations will be an integral part of the course. Textual material, primary and secondary sources, computer programs, audio-visual materials, laboratory experimentation and problem sets compose the learning tools to be used by the student.

OXS. 221. Organic Chemistry I. 4 (2) cr. hrs.

OXS. 222. Organic Chemistry II. 4 (2) cr. hrs.

OXS. 240, 340, 440. History of Science: Molecular Biology. 4 (2) cr. hrs.

Tutor: Burdette L. Wagenknecht, Professor of Biology

A comprehensive study of the sequential development of the field of molecular biology including instrumentation and other supportive concepts required for the development of molecular biology and the impact of the discoveries on society. An intensive reading of and preparing essays on, materials derived from original papers, texts and reviews of the topic.

Oxbridge

OXS. 330, 430. Molecular Biology of the Cell: Cellular Membranes. 4 (2) cr. hrs.

Tutor: Staff

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 and write weekly essays of several cellular membranes (plasma, nuclear, mitochondrial, etc.). Laboratory studies will parallel the weekly essays where the protein component of the study membranes will be characterized.

OXS. 345, 445. Analytical Biochemistry. 4 (2) cr. hrs.

Tutor: Staff

An introduction to the basic techniques of biochemical study as applied to the isolation and characterization of a protein. A mixture of literature review and laboratory work will enable the student to gain an appreciation of the methods studied.

OXS. 350, 450. Genes. 4 (2) cr. hrs.

Tutor: Judith A. Dilts, Professor of Biology

A comprehensive, in-depth study of the structure and function of prokaryotic and eukaryotic genes through the use of textual material, primary and secondary sources and problem sets. The laboratory component exposes the student to molecular cloning techniques. A working knowledge of Mendelian genetics is a prerequisite.

OXS. 360, 460. Molecular Biology of the Cell: The Artificial Cell. 8 (4) cr. hrs.

Tutor: Staff

The student is asked to consider the duplication of cell organelle structure and/or function. Essays will be prepared that begin with a brief description of the structure and function of an assigned organelle. The student will then describe current work in the literature concerning

the synthetic duplication of this organelle. If this structure has not been duplicated, the student will need to discuss this also. The student will attempt to assemble an organelle of the student's selection and conduct assigned problem set.

OXS. 470. Physical Chemistry for Biologists. 4 (2) cr. hrs.

Tutor: Edwin H. Lane, Professor of Chemistry

The tutorial examines the topics and applications of physical chemistry which are most relevant to a molecular biologist. Traditional areas of study—thermodynamics, kinetic molecular theory, equilibrium, solutions, reaction rates, etc.—are expanded to include examples from biology. Additional topics, such as membranes, macromolecules and enzymes, are included to present a fuller picture of the use of mathematics, physics and chemistry to biologists. The tutorial emphasizes problem solving and does not include a laboratory.

OXS. 480. Research. 8 (4) cr. hrs.

Tutors: Staff

The student will design and carry out a research project which culminates in both written and oral presentation of the results.

OXS. 481. Research I. 4 (2) cr. hrs.

OXS. 482. Research II. 4 (2) cr. hrs.

OXS. 495. Molecular Biology Synthesis.

8 (4) cr. hrs.

Tutor: Judith A. Dilts, Professor of Biology
Synthesis Tutorial for Oxbridge Science Major, Molecular Biology: The Cell provides a synthesizing framework consisting of the processes involved in cellular metabolism, function, growth and reproduction. The framework provides a structure into which the student can place topics from tutorial and independent study, thus preparing for comprehensive examinations.

Philosophy

Professor Trotter, chairman; Professor David; Associate Professor Eichhoefer.

THE W.D. JOHNSON DEPARTMENT OF PHILOSOPHY

All philosophy majors are required to take 201, 202 and 331 as well as at least one course in which they write a major paper. Twenty-four hours are required for a major in philosophy. Those completing a second major in philosophy must complete the General Education requirements for the bachelor of arts degree.

102. Freshman Seminar. 2 cr. hrs.

A course designed to provide an exciting opportunity for a select group of freshmen to engage in discussion of some issue relevant to their individual development. The seminar will be directed by two upperclassmen who will, in consultation with the philosophy department, select the topic and source materials. The course will be conducted entirely on a discussion basis. It will be offered only when qualified upperclassmen are available. Instructor approval required.

201. Introduction to Philosophy. 4 cr. hrs.

A study of the philosophic quest for wisdom concerning such timeless, ever-relevant 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 proceeds largely by discussion of clearly written essays representing contrasting views on the topics and is designed to enable the students to develop skills in stating and defending their own positions on these questions. First semester.

202. Ethics. 4 cr. hrs.

An examination of the major theories of value and moral obligation, and an application of them to such contemporary issues as abortion, euthanasia, sexual morality, discrimination against minorities, the death penalty, world hunger and environmental ethics. The course provides an opportunity for the students to acquire skill in developing their own positions on these questions.

231. Logic. 4 cr. hrs.

A first course in logic designed to aid in the development of critical attitudes, to learn the

general methods of inquiry, and to enable the student to formulate independent judgments. The course emphasizes techniques of clarification, deductive and inductive patterns of reasoning. Second semester.

301-302. Seminar. 4 cr. hrs.

An intensive reading and discussion of problems, thinkers, and movements in philosophy. Two seminars are offered each semester. The topics and materials are selected each year in accordance with the needs and interests of those enrolling in the seminars.

In alternate years a two-semester survey of the history of philosophy is provided. The seminars are open to any student who has demonstrated in at least one course in philosophy the qualities of self motivation, self discipline, and responsibility essential to the success of the seminars. Topics previously examined and which can be repeated on demand are: Philosophy of Mind, Philosophy of Religion, Philosophers and God, The Existence of God, Freedom and Determinism, Existentialism, Kierkegaard and Nietzsche, Buber and Heidegger, Marcel and Sartre, Philosophy through Literature, American Philosophy, Medical Ethics, Philosophy of Science, Business Ethics, and Philosophy of Creativity. Current topics are History of Philosophy, Philosophy and Faith. Instructor approval required.

311. History of Political Thought.

4 cr. hrs.

See course description for POL 311.

331. Symbolic Logic.

4 cr. hrs.

See course description for MAT 331.

402. Teaching Practicum.

4 cr. hrs.

Upperclass students with considerable background in philosophy who evidence the qualities essential for teaching may be invited to direct a freshman seminar. They will conduct the course under the supervision of members of the department, who will meet with them frequently in conferences to evaluate the progress of the seminar.

450. Philosophical Foundations of Education.

2 cr. hrs.

See course description for EDU 450.

451, 452. Readings in Philosophy.

1-4 cr. hrs.



Physical Education

Physical Education

Assistant Dean LaBeth; Associate Professor Nadler, Academic Coordinator; Associate Professor Gourley; Assistant Professors Flook, Hamilton, Holley, Macke; Instructors Carter, Deremer, Kramer.

The department of physical education offers a wide variety of courses and experiences to provide education through physical activity for both the major and non-major.

Two hours of physical education are required of all students for graduation. PED 100 is required of all students and should be taken during the first year in residence. The other one hour is elective and may be fulfilled in one of two ways: (1) by taking two one-half hour activity classes, or (2) by taking an additional one-hour activity course. Only those courses which appear in "activity offerings" will fulfill the general education requirement. Provisions will be made for students with a physical handicap. Each student may elect up to two additional hours of physical education which may be applied toward the 124 hours required for a degree. The same activity may not be repeated for credit toward degree requirements.

100. Orientation to Physical Education.
(Required of all students.) 1 cr. hr.
The foundations concept is an attempt to educate students with regard to the social environment in which they will live. It provides a background of the scientific principles underlying physical activity, as well as the physiological and psychological effects. Each student is required to demonstrate the ability to swim and show efficiency in an aerobic activity before receiving credit for this course. A grade of incomplete will be given until these requirements are completed; however, the requirements must be met in the next semester, as incompletes are changed to Fs by the end of the next semester.

ELEMENTARY ACTIVITY OFFERINGS

Beginning classes meet twice a week for seven weeks for ½ hr. credit. Courses offered as student demand and faculty availability allow.

102. Aerobics.	½ cr. hr.
103. Angling.	½ cr. hr.
104. Archery.	½ cr. hr.
105. Badminton.	½ cr. hr.
107. Bowling.*	½ cr. hr.
109. Fencing.	½ cr. hr.
110. Golf.	½ cr. hr.
111. Gymnastics.	½ cr. hr.
112. Racquetball.	½ cr. hr.
113. Handball.	½ cr. hr.
114. Judo.	½ cr. hr.
115. Karate.	½ cr. hr.
117. I Interpretive.	½ cr. hr.
118. II International Folk.	½ cr. hr.
118A. Ethnic Folk.	½ cr. hr.
119. III Square.	½ cr. hr.
123. Sailing.	½ cr. hr.
125. Slimnastics.	½ cr. hr.
126. Swimming.	½ cr. hr.
128. Tennis.	½ cr. hr.
131. Trapshooting.	½ cr. hr.
132. Tumbling.	½ cr. hr.
133. Weight Training.	½ cr. hr.
134. Horsemanship.*	½ cr. hr.
135. Recreational Horsemanship.*	½ cr. hr.
136. Jogging.	½ cr. hr.
137. Recreational Sports.	½ cr. hr.
138. Rhythmic Aerobics.	½ cr. hr.
138A. Aerobic Swimming.	½ cr. hr.
140. Special Activities.*	½ cr. hr.

Includes but not limited to Ballet, Ice Skating, Intermediate Ballet, Roller Skating, Tap, Tent Camping-Backpacking as student demand and faculty availability allow course to be offered.

*Fee Courses.

INTERMEDIATE ACTIVITY OFFERINGS

Classes meet four times a week for seven weeks for one hour credit. Courses offered as student demand and faculty availability allow.

201. Baseball-Softball.	1 cr. hr.
202. Basketball.	1 cr. hr.
205. Football.	1 cr. hr.
206. Intermediate Tennis.	1 cr. hr.
207. Intermediate Gymnastics.	1 cr. hr.

Physical Education

208. Soccer. 1 cr. hr.
 209. Intermediate Swimming. 1 cr. hr.
 211. Track and Field—
 Cross Country. 1 cr. hr.
 212. Volleyball. 1 cr. hr.
 213. Wrestling. 1 cr. hr.
 214. Intermediate Golf. 1 cr. hr.
 215. Scuba Diving.* 1 cr. hr.

*Fee Courses.

MAJOR IN PHYSICAL EDUCATION

The department offers programs leading to both the bachelor of science and bachelor of arts degrees. Students majoring in physical education may receive certification to teach physical education in grades K-12 and 7-12 in the State of Missouri by completing the General Education, Professional Education, and Teaching Field Requirements outlined in the *Student Handbook for Teacher Certification* available in the department of education office. Physical education majors working toward certification *need* to be certified to teach in at least one other field prior to graduation.

Major: 30 to 40 hours depending on teaching certification requirements and type of major.

A grade of C or higher is required in each course in the major.

Core courses for all physical education majors: PE 251, 255, 261 or 262 (aquatic proficiency), 270, 300, 360, 380, 384, 392, and 400. In addition, PE 391 or 393 and 2 hrs. from 394-399 are required for majors not seeking K-12 certification.

MAJOR COURSES

225. Officiating. 2 cr. hrs.
 A study of the techniques of officiating of team sports, plus officiating in the intramural games.
 250. Health Science. 3 cr. hrs.
 The fundamental laws of health and the health relations of the individual to the community. Second semester.
 251. American National Red Cross First Aid Course and CPR. 1 cr. hr.
 Offered on arrangement each semester by the

department with assistance by the local Clay County American Red Cross Office.

255. Introduction to Physical Education. 1 cr. hr.

A general orientation course for students planning to major in physical education. First semester. (Majors only)

261. Life Guard Training. 1 cr. hr.

Advanced work in swimming strokes, as well as instruction for certification in American Red Cross life saving and water safety.

Prerequisites: see instructor for swimming requirements. Second semester.

262. American National Red Cross Water Safety Instructor Course. 2 cr. hrs.

Training course for water safety instructors. Parts I and II will be taught. Part I is concerned largely with the personal skill ability of students. Part II is directed toward methods of teaching skills. Prerequisite: current Red Cross senior life saving certificate, or instructors whose appointments have lapsed. First semester.

270. Sociology of Sport and Leisure.

2 cr. hrs.

See course description for SOC 270.

300. Physiology of Exercise. 2 cr. hrs.

A study of human functions under the stress of muscular activity. Prerequisite: BIO 243, junior or senior standing. First semester.

360. Prevention and Treatment of Athletic Injuries. 2 cr. hrs.

Prevention, treatment and rehabilitation of common injuries sustained in athletics. First semester.

361. Advanced Athletic Training.

2 cr. hrs.

A course intended for those pursuing athletic trainer certification. Course includes an in-depth study into injury mechanisms, treatment, therapeutic modalities, and therapeutic exercises. Prerequisites: PED 360, PED 392.

365. Physical Education for Elementary Schools. 4 cr. hrs.

Methods, techniques and activities to aid in teaching physical education in the elementary schools. Emphasis is given to actual teaching

Physical Education

experiences. Open to teachers or prospective teachers of elementary schools, or those interested in the physical education program for children. Sophomore level. Second semester. Also listed as EDU 365.

375. Human Motor Development.

2 cr. hrs.

A study of the perceptual-motor aspects of the physical development of the young child with an emphasis upon activities designed to facilitate development of specific perceptual-motor skills. First semester, junior-senior standing.

380. History and Philosophy of Health, Physical Education and Recreation.

2 cr. hrs.

An historical and philosophical examination and background of physical education and its role in education from the ancient world to the present. First semester.

384. Tests and Measurements in Physical Education.

2 cr. hrs.

A survey of knowledge tests, skill tests, fitness tests and other evaluative instruments used by physical education teachers in a wide variety of activities. Juniors and seniors only. First semester.

385. Adaptive Physical Education.

2 cr. hrs.

Physical education methods for the mentally, physically and socially handicapped; corrective physical education for body mechanics; developmental physical education for physical fitness. Sophomore level. Second semester.

391. Analysis of Lifetime Activities I.

2 cr. hrs.

Techniques of conditioning, teaching methods and strategies in lifetime activities. A selection of activities will be presented with emphasis upon teaching lifetime activities such as archery, bowling, fitness, and weight-training. Emphasis will be placed upon teaching methods, strategies, and drills for skill development. Fall semester of odd years. Prerequisites: sophomore level; completion of physical education activities selected from course offerings 101 through 140. A proficiency test may be requested.

392. Kinesiology.

2 cr. hrs.

A study of the science of body movements.

Prerequisite: BIO 243 and junior or senior standing. Second semester.

393. Analysis of Lifetime Activities II.

2 cr. hrs.

Techniques of conditioning, teaching methods and strategies in lifetime activities. A selection of activities will be presented with emphasis upon teaching lifetime activities such as golf, tennis, aerobics, and racquet sports. Emphasis will be placed upon teaching methods, strategies, and drills for skill development. Spring semester of odd years. Prerequisites: sophomore level; completion of physical education activities selected from course offerings selected from course 101 through 140. A proficiency test may be requested.

394. Analysis of Rhythmic Movement.

1 cr. hr.

Techniques of rhythmic movement; i.e., international folk, ethnic folk, square, ballet. Sophomore level.

395. Analysis of Coaching Football.

2 cr. hrs.

Techniques of motivation, conditioning, and strategy of coaching varsity football. Prerequisite: PED 205 or instructor's permission. Sophomore level. Second semester.

396. Analysis of Coaching Basketball.

2 cr. hrs.

Techniques of motivation, conditioning, and strategy of coaching varsity basketball. Prerequisite: PED 202 or instructor's permission. Sophomore level. Second semester.

397. Analysis of Coaching Baseball and Softball.

2 cr. hrs.

Techniques of motivation, conditioning, and strategy of coaching varsity baseball and softball. Prerequisite: PED 201 or instructor's permission. Sophomore level. First semester.

398. Analysis of Coaching Track and Field.

2 cr. hrs.

Techniques of motivation, conditioning, and strategy of coaching varsity track and field. Prerequisite: PED 211 or instructor's permission. Sophomore level. Second semester.

399. Analysis of Coaching Volleyball.

2 cr. hrs.

Techniques of motivation, conditioning, and

Physical Education

strategy of coaching varsity volleyball.
Prerequisite: PED 212 or instructor's permission. Sophomore level. First semester.

400. Organization and Administration of Health, Physical Education and Recreation.

2 cr. hrs.

A study of policies in organization and administration of the physical education, health and recreation program, classification of students, staff, teaching load, time schedule, financing, care of the physical education plant, records and interschool relations. Junior level. Second semester.

460. Methods of Teaching Physical Education.

2 cr. hrs.

A comprehensive treatment of class organization and management, curriculum in physical education, discipline, grading policies and current problem areas in physical education. Seniors only. Taught in conjunction with student teaching block courses. First seven weeks. Also listed as EDU 460.

402. Independent Study in Physical Education.

1-6 cr. hrs.

May be repeated. Designed for special activities and independent study. Activities and requirements must be planned in advance with the chairman of the department.

Independent Study

403. Research in Recreation.

2-4 cr. hrs.

404. Equipment and Facilities in Recreation.

2 cr. hrs.

405. Field Experience in Recreation.

1-4 cr. hrs.

406. Internship in Recreation.

6 cr. hrs.



Physics and Astronomy

Professor Geilker, chairman; Professor Philpot.

THE E.S. PILLSBURY DEPARTMENT OF PHYSICS

Major: 30 semester hours, including 15 hours of junior-senior courses and three hours of advanced laboratory. Major for secondary school teachers: 24 semester hours, including Physics 306 and either 316 or 322.

Students majoring in physics are required to take two semesters of Independent Study and Research (PHY 351H - 356H) consecutively if possible.

Students completing a second major (as well as a first) in physics must complete the general education requirements for the bachelor of arts degree.

A grade of C or higher is required in all courses for the major.

All students intending a major in physics should ascertain from the department certain additional requirements, such as a comprehensive examination and/or taking the Graduate Record Examination.

Physics major for the 3-2 plan of engineering with Washington University in St. Louis; Columbia University in New York; the University of Kansas; or the University of Missouri, Columbia: Physics 213, 214, 316, 322, 332, 443. For those students who expect to enter an engineering school upon graduation, the pre-engineering curriculum, plus a major in physics, mathematics or chemistry (depending upon the type of engineering—electrical, civil, mechanical, chemical) is recommended. Specifics should be obtained from the appropriate faculty advisor.

Course 103 is primarily for non-science majors who want an introductory course in the fundamentals and applications of physics.

Courses 111 and 112 are primarily for pre-health students and science majors (physics, chemistry, biology and mathematics) who want an introductory course in the fundamentals and applications of physics. It is recommended that 111 be taken first. These

courses may not be counted toward the 30 semester hours of the physics major.

Courses 213 and 214 require calculus as a corequisite, and may constitute a beginning course for physics majors and pre-engineering students.

ASTRONOMY

107. Descriptive Astronomy. 4 cr. hrs.

An historical, non-mathematical treatment of astronomy and an examination of its contribution to man's understanding of his place in the physical universe. Some required night time observing sessions. Will not fulfill laboratory science requirement.

GRAPHICS

105. Graphics I (Technical Drawing).

2 cr. hrs.

Instruction in use of instruments, lettering, geometric curves, orthographic and isometric projections; technical sketching, preparation of working drawings, detailing of machines, assembly drawings, auxiliary and oblique views. Second semester.

PHYSICS

103. Foundations of Physics. 4 cr. hrs.

An introductory course in descriptive college physics, including mechanics, properties of matter, heat, sound, light, electricity, magnetism, atomic and nuclear physics. One laboratory period per week. (Will not apply toward major requirements in physics, biology or chemistry.)

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. For science majors: mathematics, physics, chemistry, biology, pre-health. One laboratory period each week. First semester. (Will not apply toward physics major requirements.)

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. For science majors: mathematics,

Physics

physics, chemistry, biology, pre-health. One laboratory period per week. Second semester. (Will not apply toward physics major requirements.)

213. General Physics. 5 cr. hrs.
Calculus must be taken prior to or concurrently with this course. Course includes mechanics, sound and heat. Corequisite: calculus. One laboratory period per week. First semester.

214. General Physics. 5 cr. hrs.
Includes electricity, magnetism, light and optics. Corequisite: calculus. Second semester. One laboratory period per week.

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 Independent Study and Research or as PHY 406, Microcomputers. Prerequisite: consent of instructor. First semester. One laboratory period per week.

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, and other topics of importance to modern physics and chemistry. Prerequisites: PHY 214 and MAT 200. Second semester, even-numbered years.

317. Atomic and Nuclear Physics Laboratory. 1 or 2 cr. hrs.
To follow or accompany PHY 316. First semester. Three hours laboratory work per week for each credit hour.

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. Second semester, even-numbered years.

322. Optics. 3 cr. hrs.
An advanced course in light. Includes a study of lenses, reflectors, prisms, spectrometers, rules gratings, spectra, interferometers, diffraction, po-

larization and electromagnetic theory of light. Prerequisites: PHY 214 and MAT 200. First semester, odd-numbered years.

323. Optics Laboratory. 1 or 2 cr. hrs.
To follow or accompany PHY 322. Three hours laboratory work per week for each credit hour.

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. Second semester, odd-numbered years.

351H-356H. Independent Study and Research. 1 cr. hr.
A detailed study of some specific problem or experiment in physics, history of physics, reading from current literature of physics. May not be commenced by second-semester seniors. Available each semester.

406 A & B. Microcomputers: Architecture and Interfacing. 2 or 4 cr. hrs.
Provides an introduction to the electronics hardware of microcomputers. The microcomputer will be considered as a system and also its functional blocks (CPU, memory, control, and input/output) examined individually. There will be some laboratory work in interfacing. Students not requiring the interfacing may enroll for the architecture component only (2 cr. hrs., first seven weeks). Also listed as CST 406 A & B. Prerequisite: PHY 306. Second semester.

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 and MAT 201. First semester, even-numbered years.

416. Electronic Measurements. 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 micro-

computers. Prerequisites: PHY 306 and consent of instructor. Three laboratory hours per week.

443-444. Mechanics: Classical and Quantum.

4 cr. hrs.

An intermediate course in classical mechanics. The course will include a critical discussion of Newton's laws of motion. The points of departure for quantum mechanics and for relativistic mechanics will be indicated. Other topics will 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 system, LaGrange's equations, and introduction to tensors. Approximately nine weeks of the second semester will be devoted to an introduction to Quantum Mechanics. 443 offered first semester; 444—second semester.





Political Science

Political Science

Professor Chatlos, chairman; Instructors Bock, Kuehne; Distinguished Adjunct Professor William W. Adams; Adjunct Instructor Warm.

The political science department offers B.A. degrees in two majors: political science and international relations. Those who select either of these as a second major in combination with a B.S. primary major may follow the requirements for the B.S. degree. A grade of C or higher is required in each course in the major.

Political Science Major: 28 semester hours, including one course from each of five of the six categories besides introductory courses and seminars and internships.

POL 101, Principles of Government and Politics, and/or POL 102, American National Government, while not absolute prerequisites for other courses, are customarily taken in the freshman year prior to advanced study. Most courses have no firm prerequisite, but the recommended background is indicated.

The following courses may be taken for credit toward a political science major, up to a maximum of eight hours: BUS 301, ECO 418, SOC 351. Political philosophy courses may count toward the Humanities requirement, as well as toward the writing requirement.

Certain four-hour courses may be divided into parts meeting a portion of the semester for one or two hours credit. Such divisions are indicated by the letters *A, B, etc.* A senior comprehensive oral examination is required unless the student is doing an Honors Project.

International Relations Major: An interdisciplinary major designed to acquaint students with basic elements of economic, political, and social relationships among nations. This major is strongly supported by the excellent overseas programs of William Jewell College. Twenty-eight hours are required for the major, as well as at least three semesters of a single foreign language (or proficiency at that level). A semester or year in an overseas study program is also strongly recommended.

Required courses are Political Science 322, International Politics and Organization; Economics 404, Introduction to International

Economics; Sociology 334/335, Cultural Anthropology; and Political Science 452, Senior Seminar.

Remaining courses for the major may be selected from the following, or from similar courses judged appropriate by an International Relations Program Committee: History 224, Modern China; History 226, Modern Japan; History 228, The Communist Nations in Europe; Religion 271, Religions of the World; Geography 304, World Geography; Political Science 311, Modern and Contemporary Political Thought; History 317, Early Modern Europe; History 318, The Formation of Modern Europe; Political Science 320, Comparative Politics: Major European Governments; Political Science 331, Comparative Politics: Soviet Civilization; Political Science 334, U.S. Foreign and Defense Policy; Communication 380, American Public Address. Courses taken at campuses abroad will often be suitable for this major, at the discretion of the International Relations Program Committee.

INTRODUCTORY COURSES

101. Principles of Government and Politics. 4 cr. hrs.

A. Intro to Political Theory. 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. First semester, first seven weeks, 2 cr. hrs.

B. Intro to Comparative Politics. Looks at the variety of ways nations can be politically ordered, the elements necessary for political stability, and focuses attention on the political systems of England, the Soviet Union, and Mexico. First semester, second seven weeks, 2 cr. hrs.

102. American National Government. 4 cr. hrs.

A. Constitution. Examines the political development of the colonies, the political debates prior to and following the revolution, the founding documents, the expectations of the framers, and the political system which initially developed. Second semester, first seven weeks, 2 cr. hrs.

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B. Political System. Focuses on the structure, function, and development of the executive, legislative, judicial, and administrative branches since World War II. Special attention is paid to the role of the courts, parties and interest groups in contemporary American politics. Second semester, second seven weeks, 2 cr. hrs.

AMERICAN POLITICS

200A. State Government. 2 cr. hrs.

A study of state politics in the context of the federal system. Emphasis on the tension between national and state governments on such policy issues as civil rights, revenue sharing, urban politics, and related topics. Recommended background: POL 102. Second semester, first seven weeks.

200B. Urban and Metropolitan Politics. 2 cr. hrs.

Problems of urban and metropolitan government. The nature of political conflict in the urban community. Some attention to other units of government at the local level. Recommended background: POL 102. Second semester, second seven weeks.

232. Politics, Parties and Interest Groups. 4 cr. hrs.

A study of the development of the American party system, party organization, the electoral process, and the role of parties and interest groups in the formation of public policy. Stresses three models: popular government, pluralism, elitism. Recommended background: POL 102. Possibly spring 1991.

233. American Democracy and Campaign Technology. 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, campaign consultants; and techniques employed in planning and carrying out a campaign—feasibility study, campaign organization, finance, polling, targeting, voter contact, control mechanisms. Also examines government regulation of campaigns, as well as

the options open to both low and high budget efforts in both candidate and issue campaigns. Recommended background: POL 102. Spring 1992.

POLITICAL PHILOSOPHY

211. American Political Thought. 4 cr. hrs.

A. Before 1865. Focuses on the development of American political thought from its European roots to the Civil War. Special attention is given to the construction and changing meaning of the Constitution. First semester, first seven weeks, even years, 2 cr. hr.

B. After 1865. Examines the changes in American political thought from the Civil War to the present. Emphasis is placed on a critical examination of contemporary American political thought, and the American polity today. First semester, second seven weeks, even years, 2 cr. hr.

311. History of Political Thought. 4 cr. hrs.

A. Plato, Aristotle, the Romans, Augustine, and Aquinas. Traces the development of Classical Political Thought in Greece, explores the changes made by the Romans, its subsequent decline, and the various modifications proposed by Augustine, Aquinas, and other Christian thinkers. Recommended background: POL 101. Spring 1992.

B. Modern Political Thought. Machiavelli, Calvin, Locke, Burke, Marx, and Nietzsche. 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. Recommended background: POL 101. Spring 1992, 2 cr. hrs.

AMERICAN CONSTITUTIONAL LAW

221. The American Constitution. 4 cr. hrs.

A. Constitutional Structure. Role of the judiciary in the evolution of constitutional government in the United States. Roots of the Common Law; powers of the President, Congress, and the Courts; federalism. Spring 1991, 2 cr. hrs.

B. Property Rights. Rise and fall of emphasis on property rights as reflected in judicial attitudes and interpretation of the contract,

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commerce, due process, and other important clauses of the Constitution. Recommended background: POL 102. Spring 1991, 2 cr. hrs.

222. Civil Rights and Liberties. 4 cr. hrs.

A. Equality. The 14th Amendment and "nationalization" of the Bill of Rights, equal protection and segregation, public accommodations, reapportionment, housing, and voting rights. Spring 1992, 1 cr. hr.

B. First Amendment. The First Amendment and freedom of speech, press, religion, assembly, petition, and association; problems of loyalty and security. Spring 1992, 1 cr. hr.

C. Rights in criminal proceedings. All parts of the course involve study of leading justices, cases, and judicial doctrines. Recommended background: POL 102. Spring 1992, 1 cr. hr.

COMPARATIVE POLITICS

320. Government and Politics of Western Europe. 4 cr. hrs.

Great Britain, France, and West Germany provide the basis for an examination of the political systems of Western Europe. Special attention is paid to the political culture and structures of each nation, and to European Unification. Recommended Background: POL 101B. Alternate years, spring 1991.

331. Comparative Politics II: Soviet Civilization. 4 cr. hrs.

A. Roots of Soviet Civilization. Classical Marxism; international socialism before 1917; imperial Russia; the Revolution. Approaches to the study of Communist systems—problems of analysis. Alternate years, Spring 1991, 2 cr. hr.

B. Contemporary Communism. Development and operation of contemporary institutions in the USSR with comparison to selected other Communist systems; the nature of totalitarianism; the international Communist movement. Some attention to foreign policy, literature and science. An intensive study of basic features of Communist systems. Recommended background: POL 101. Alternate years, spring 1991, 2 cr. hrs.

INTERNATIONAL POLITICS

322. International Politics and Organization. 4 cr. hrs.

Fundamentals of international relations; nature of power politics; dynamics of state existence; balance of power; international morality; international law; regionalism; international organization; idea of a world state; diplomacy; the search for peace and security. Recommended background: POL 101. Alternate years, fall 1990.

334. U.S. Foreign and Defense Policy. 4 cr. hrs.

A study of the evolution of U.S. foreign and defense policy from our country's infancy to the present. Examines the history that led to superpower status, superpower policy, and the evolution of defense doctrine. Alternate years, fall 1991.

PUBLIC ADMINISTRATION

301. Introduction to Public Administration. 4 cr. hrs.

Examines the public administrative process, the nature of bureaucracy, and the job of the public manager. Leadership, decision making and organization models are also studied. Certain functional areas are explored such as public personnel management, budgeting and accounting, and government regulation. Possibly fall 1991.

302. Public Policy Analysis. 4 cr. hrs.

Examines various alternative approaches to decision making and the role of agency clientele as well as the relationship of policy development to administration. In-depth treatment is given to one or more substantive areas, such as energy, the environment, health care, transportation, etc. Alternate years, fall 1990.

DIRECTED READINGS, SEMINARS, INTERNSHIPS, INDEPENDENT STUDY

431, 432. Research Seminars. 1-4 cr. hrs.

Individual or group research on selected topics, determined by student interests. Results of research and reading to be presented orally, or in the form of a

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short thesis, or both. Personal conferences and/or periodic group meetings. It is possible by special arrangement to pursue a single research topic through two semesters.

Sample activities, besides standard research papers, include introduction to legal research, in conjunction with or subsequent to PS 221-222; public opinion surveys, involving use of computerized data. Prerequisite: 12 hours of political science and/or consent of instructor. Hours to be arranged.

452. Senior Seminar in International Relations. 4 cr. hrs.

A seminar for international relations majors which provides for research and discussion on selected topics of international importance. Offered first semester, odd years.

472. Political Science Internship. 4-6 cr. hrs. An internship in the political arena at the federal, state or local level. This experience could be with a congressman or senator at the national level or with a state legislator, a state legislative committee, an interest group or a 'third sector' (private, non-profit) organization. It could be work in a political campaign. Internship will usually be taken during the summer between the junior and senior years, although it may be taken any time after the sophomore year. Prerequisites: statistics and some computer science helpful.

Psychology

Psychology

*Associate Professor Owens, chairman;
Associate Professor Troutwine; Assistant
Professor Schoenrade.*

The psychology department offers a wide variety of traditional psychology courses. The curriculum spans the ancient philosophical origins of psychology to the classical theories and applications of today.

The primary mission of this curriculum is to enhance the students' knowledge of the understanding, prediction and control of human behavior. Individual courses are structured so that each relates its unique material to this mission.

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 significant number of the majors continue their education in graduate school, working for a master's or doctorate. To this end, the department strives to prepare majors for the rigors of graduate study.

The psychology curriculum strives to balance theoretical and practical dimensions by providing the opportunity for field experiences through Winterim or Independent Studies.

The psychology major requires a minimum of 32 hours of course work, 24 of which comprise the "curricular core." Students may 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 degree requirements. A grade of C or higher is required in each course in the major.

Psychology courses numbered below 100 will neither fulfill General Education requirements nor count toward the required hours in the major.

Psychology as a major is a bachelor of arts degree.

Students who earn a B.S. degree in conjunction with their first major may earn a second major in psychology by fulfilling the General Education requirements for the B.S. degree and all departmental requirements.

Basic Psychology (PSY 211) is a prerequisite for *all* other courses in the department.

CURRICULAR CORE

(Every major must take these classes.)

Psychology 211. Basic Psychology (normally taken freshman or sophomore year).

Mathematics 216. Statistics (normally taken second semester freshman or sophomore year).

Psychology 320. Experimental Psychology (normally taken first semester of junior year). Prerequisites: Psychology 211, Basic Psychology; Mathematics 216, Statistics.

Psychology 317. Personality (normally taken second semester junior year). Prerequisites: Psychology 211, Basic Psychology.

Psychology 322. History and Systems (normally taken first semester senior year). Prerequisites: Psychology 211, Basic Psychology; Mathematics 216, Statistics; Psychology 320, Experimental Psychology; Psychology 317, Personality.

Psychology 422. Senior Seminar (taken second semester of senior year). Prerequisites: Psychology 211, Basic Psychology; Mathematics 216, Statistics; Psychology 320, Experimental Psychology; Psychology 317, Personality; Psychology 322, History and Systems.

97. Psychology of Study Skills. 1 cr. hr.
A learning skills program designed for the improvement of reading and classroom learning. (Will not count toward major)

98. Effective Reading Skills. 1 cr. hr.
A reading program designed for improving college-level reading rate, comprehension and vocabulary. Improvement in vocabulary is based on a thorough study of etymology. (Will not count toward major)

99. Career Explorations. 1 cr. hr.
A course designed to build confidence, insight

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and skills in career decision making, Career Explorations incorporates a high degree of self-assessment. Separate sections are offered according to classification. The freshmen/sophomore section focuses on choosing a major while the junior/senior section is concerned with managing an effective job search. Career Explorations also exposes students to the world of work and methods for career research. (Will not count toward major)

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. Prerequisite to all other courses in the department.

214. Personal Adjustment. 2 cr. hrs.

The intent of the course is to gain a greater understanding of how life challenges and threatens our effective functioning and the options we have to manage and respond to them without losing our sense of self worth and personal control. (Meets seven weeks.)

303. Abnormal Psychology. 4 cr. hrs.

A descriptive and explanatory study of the major personality and behavior disorders of both childhood and adulthood, including psychogenic, psychosomatic, and organic problems. Attention to preventive measures, DSM diagnostic methods, and therapeutic procedures. First semester.

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 and personality, with special attention to the dynamics of group behavior. Second semester. Also listed as SOC 304.

306. Developmental Psychology: Childhood and Adolescence. 2 or 4 cr. hrs.

Childhood and adolescence are studied to understand how and why people change over time. Childhood typically spans from conception to age 12. The second half of the semester is devoted to adolescence. It is the professor's discretion to either focus entirely on ages 12-21 or to present the remainder of the life span, from

age 12 to death. A broad-based approach is taken in order to understand development. Issues include the biological, social and behavioral influences on development. Either childhood or adolescence may be studied for one-half the semester for two hours credit.

308-309. Independent Studies. (Junior and below.) 1-4 cr. hrs.

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. In the laboratory, emphasis is placed upon the brain and the autonomic nervous system in their relationship to behavior. Research and laboratory techniques are introduced. Laboratory. Offered upon demand.

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 concerning the nature of man as determinism vs. free will, rationality, hedonism and unconscious mechanisms. Second semester.

318. Tests and Measurements. 4 cr. hrs.

A survey of the major principles, concepts and instruments employed in psychological evaluation, diagnosis and counseling, with special attention to reliability, validity, and construction of tests, and interpretation of results. Second semester, odd numbered years, based on demand and enrollment.

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 upon demand.

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320. Experimental Psychology I. 4 cr. hrs.

An introduction to the experimental methods and procedures used in psychological research. Students participate in experiments, collecting data, analyzing data and writing results in APA style. Lecture and laboratory. Required of majors. Normally taken first semester of junior year. Special prerequisite: MAT 216, Statistics.

321. Experimental Psychology II. 4 cr. hrs.

An in-depth look at research design, sophisticated data analysis techniques and survey/sampling procedures is offered. Students propose a unique research hypothesis, design an experiment, collect data, analyze data and report findings in APA style. Special prerequisite: MAT 216, Statistics; PSY 320, Experimental Psychology I. Offered upon demand.

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 present trends in psychological thought. Required of majors. Normally taken first semester senior year. Special prerequisites: MAT 216, Statistics; PSY 320, Experimental Psychology I; PSY 317, Personality.

400. Clinical Psychology. 4 cr. hrs.

Exploration of clinical psychology as a profession with inquiry into professional relationships and organizations. Emphasis is also placed upon clinical diagnosis and treatment of behavioral disorders. Second semester.

408-409. Independent Projects for Seniors.

1-4 cr. hrs.

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 credit hour classes run half the semester, four credit hour courses last the entire semester. Offerings are based on student demand and faculty availability.

421. Seminar.

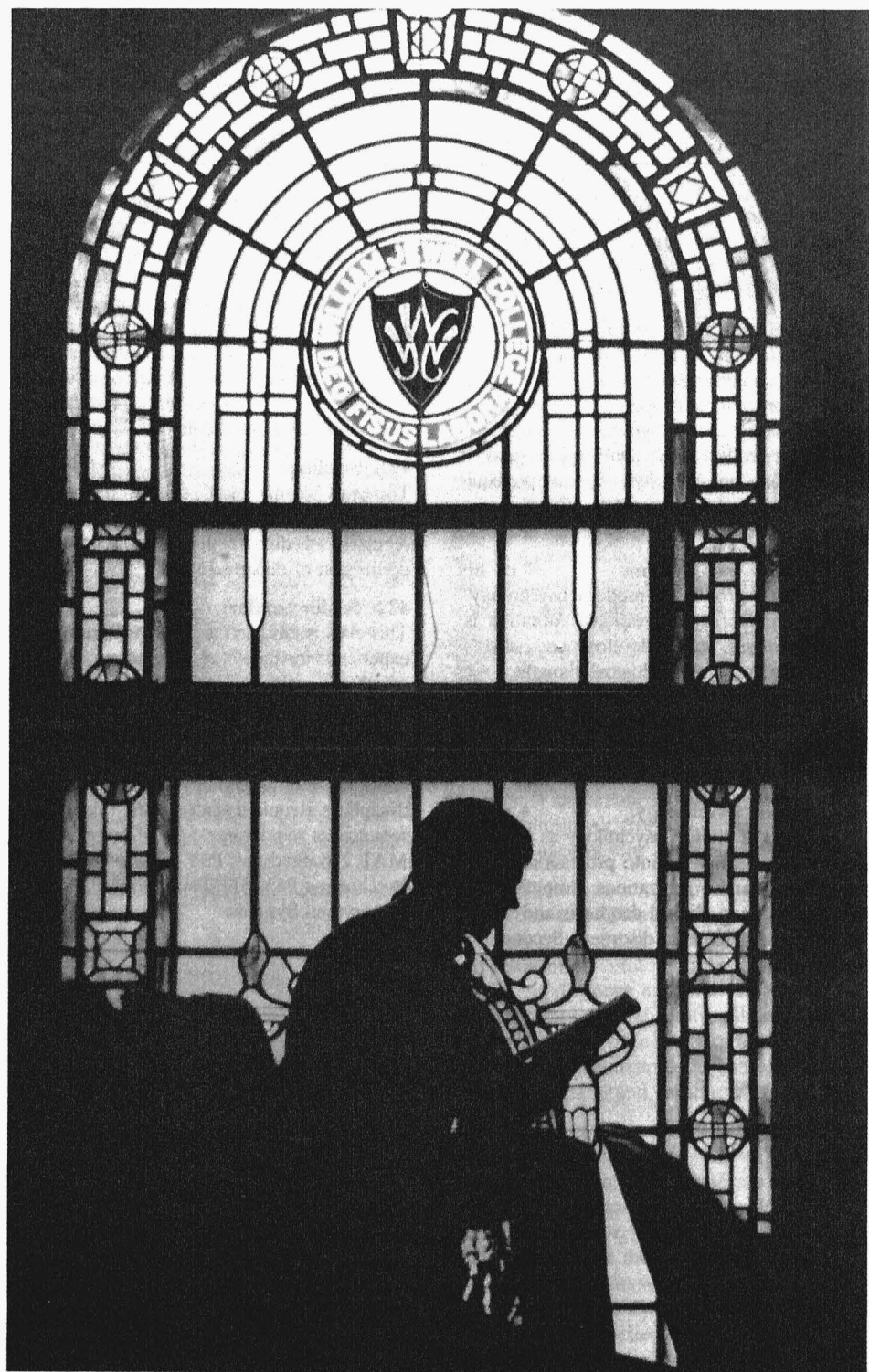
1-4 cr. hrs.

Topics to be announced, prior to registration, in special interest areas not justifying a regularly scheduled course. Enrollment by permission of department only.

422. Senior Seminar.

4 cr. hrs.

This class is designed to be an integrative experience for the entire curriculum. Topics which 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 second semester of senior year. Special prerequisites: MAT 216, Statistics; PSY 320, Experimental Psychology; PSY 317, Personality; PSY 322, History and Systems.



Religion

Professor Duke, chair; Associate Professor Chance; Assistant Professor Horne; Instructors Cain, Howell, Lamkin.

W.D. JOHNSON DEPARTMENT OF RELIGION

One of the following numbered courses will fulfill the college requirement in religion: 115, 116, 117. Courses numbered 215 and above may be elected as partial fulfillment of the Humanities General Education requirement for graduation except 341. Juniors and seniors must take a 200 or above numbered course and may not take a 100 numbered course without special permission of the department chair unless the course is taken specifically to fulfill the college requirement in religion.

The religion department offers a bachelor of arts degree.

A major in religion requires 24 hours other than the course taken to meet the general college requirement. At least one course must be taken from each of the following four areas: 1) Hebrew Bible (115, 222, 322, 326); 2) New Testament (116, 232, 233, 305, 332); 3) Christian Theology and History (244, 251, 325, 330, 454); and 4) Religion and Culture (215, 271, 307, 341). Students majoring in religion will be permitted to count one 100-level course toward the needed 24 hours. At least 12 hours for the major must be 300-400 level courses, and 12 hours must be taken at William Jewell. Because a basic grasp of Western civilization's history is necessary for adequate understanding of biblical and Christian sources, religion majors must take HIS 101 as part of their general education Social Science component. This required history course will not be counted as part of the 24-hour requirement for the religion major. A grade of C or higher is required in each course in the major. For a second major, one must complete all general education requirements for the B.A. degree.

115. Religion and Literature of Ancient Israel.

4 cr. hrs.

An overview of the Hebrew Bible as the sacred literature of ancient Israel. The study is divided

into four major units of emphasis: Pentateuch, Cult, Prophets, and Wisdom. Various literary approaches are introduced and discussed as means of illuminating the historical and theological dimensions of the text.

116. Origins of Christianity.

4 cr. hrs.

An introductory survey of the rise of Christianity which explores such issues as: the origin of the New Testament, the Jewish and Greco-Roman background to early Christianity, the teachings of Jesus, primitive Christian history, the life and teachings of Paul, the church's relationship with the larger world and the birth of the church as an "institution."

117. Biblical Ethics.

4 cr. hrs.

A study of the moral perspectives represented in the Bible from the Ten Commandments to the later New Testament writings. Using this focus on ethics, the course is an introduction to biblical studies.

215. What Is Religion?

4 cr. hrs.

A cross-cultural investigation into the nature of religion and its functions within human communities. Case studies from a variety of religious traditions and cultures will be used to explore the common characteristics of religions and the variety of world views held within religious communities. Alternate years.

222. Biblical Archaeology.

4 cr. hrs.

An historical study of the theoretical and methodological dimensions of Palestinian archaeology in the late 19th and 20th centuries. Special focus is achieved in reference to archaeology's impact on biblical studies. Alternate years.

232. The Historical Jesus: Search and Discoveries.

4 cr. hrs.

This course examines both the attempts of modern biblical scholars to find the historical person of Jesus, and the rich variety of interpretations of Jesus offered by modern interpreters who believe that they have found him. The limitations of such a search are explored, along with various methodologies used in such a quest. Students will have ample opportunity to explore the gospels for themselves and offer their own interpretation(s) of the historical Jesus. Prerequisite: fulfillment of religion requirement or permission of the instructor. Alternate years.

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233. Paul and His World.

4 cr. hrs.

The life and teachings of Paul with special attention to the social and religious context of his ministry and theology. The chronology of Paul, his missionary travels and his major theological ideas will all be explored against the background of the first century hellenistic world. Prerequisite: fulfillment of religion requirement or permission of the instructor. Alternate years.

244. American Christianity.

4 cr. hrs.

The story of America's developing religious situation. Offers an overview of how the various denominations began in this country with their development. Alternate years.

251. Christian Doctrine.

4 cr. hrs.

Introduction to Christian doctrine, the variety of interpretations given to these doctrines, and the methods and vocabulary of Christian theology. Emphasis is given to the practical meaning of doctrine for Christianity in the late 20th century. Alternate years.

271. The Religions of the World.

4 cr. hrs.

A survey of the major religions of the world, past and present. In addition to examining the historical development of these religions, the course will explore how these religions function in the societies of which they are a part. Alternate years.

280. Regent's Park Seminar.

1 cr. hr.

This course provides the student opportunity to study for four weeks with a visiting don from Regent's Park College, Oxford University. Each visiting don will announce his own lecture topics in advance. May be repeated with change of subject matter. Prerequisites: None, though some background in the area for which each particular seminar is offered would be helpful.

305. Exegesis in the New Testament.

4 cr. hrs.

305A. Luke-Acts. 305B. John. 305C. I Corinthians. 305D. Mark.

An in-depth study and interpretation of a selected New Testament document based on the English text. Particular attention will be paid to the insights the documents give us for understanding the historical and social setting of primitive Christianity, as well as the

theological concerns of the primitive Christians. Prerequisite: fulfillment of religion requirement or permission of the instructor. Alternate years.

307. Christianity and Contemporary Issues.

4 cr. hrs.

An in-depth study of a few important cultural developments challenging Christianity. Recent offerings have included Jewish-Christian dialogue, the women's movement and the Church, war and peace, ecological problems, religious pluralism, and biomedical issues. Alternate years.

322. Sacred Stories of Israel.

4 cr. hrs.

An intensive study of Hebrew narrative (in English translation) with selections from Genesis, Exodus, Joshua, Judges, Ruth, 1-2 Samuel, 1-2 Kings. Focus on modern literary tools for understanding the creative artistry of the ancient Hebrew historian/story-teller. Alternate years.

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. Prerequisite: ENG 100. Recommended that the student already have taken either a beginning history course (101 or 102) or a beginning religion course (100 level). Alternate years. Also listed as HIS 325.

326. Israel's Legacy of Wisdom.

4 cr. hrs.

A more detailed analysis of the phenomenon of "Wisdom" in Israel. In addition to the canonical Wisdom literature (Job, Proverbs, Ecclesiastes), the course shall consider two non-canonical Wisdom texts (Jesus ben Sirach and The Wisdom of Solomon). Prerequisite: fulfillment of religion requirement. Alternate years.

330. Classic Christian Thought.

4 cr. hrs.

A study of selected classic documents of Christian thought which have influenced the growth and development of Christian theology. Reading in primary source material is emphasized. Course is usually organized around a theme (e.g. spirituality, Christian political thought, faith and reason).

332. Issues in the Study of Early Christianity.

4 cr. hrs.

Selected significant issues pertaining to the study of early Christianity will be explored. Historical, theological and interpretive issues that have shaped either the early evolution of Christianity or modern attempts to understand the early Christians and their literature will be subjects for examination. Prerequisite: fulfillment of religion requirement or permission of the instructor. Alternate years.

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. Not for Humanities credit.

344. The Church and Its Hymnody.

4 cr. hrs.

See course description for Music 344.

454. Theological Problems.

4 cr. hrs.

This course will study in depth one significant theological problem such as the theodicy question, the doctrine of the Trinity, church and society, the nature of faith, or the Incarnation. Students will be exposed to a variety of perspectives on the selected issues. Alternate years.

455. Independent Studies.

1-4 cr. hrs.

Independent studies in a selected area according to the interest and ability of the student. 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.

Church-Related Vocations Practicum. The college has historically maintained a strong scholarship program for students entering a church related vocation. Interested students must be nominated by their local church to receive this CRV grant. Nomination forms are available in the religion department offices or from the office of financial planning.

Students who receive the CRV scholarship are expected to be active participants in ministry

while on campus and through the local church. Continuation of the scholarship is based upon successful progress toward completion of the following requirements:

1. Maintain a 2.0 overall grade point average.
2. Successfully complete one course each year from the department of religion (excluding CRV 203-205J).
3. Successfully complete the introduction to Ministry Skills Winterim during the first January in the program.
4. Successfully complete CRV 203 by the end of the junior year.
5. Successfully complete any two CRV electives (CRV 205A-205J) in addition to 203.
6. Church music majors may occasionally substitute Hymnody and Church Music Administration for a requirement listed above but only with the approval of the music faculty and the director of the Spurgeon Center for Christian Ministry.
7. Participate actively in Sigma Epsilon Pi, the college fraternity of ministry students.
8. Participate at least one weekend per semester on a WJC ministry team.

203. Ministry Internship.

2 cr. hrs.

This course is designed to give students practical experience in church-related vocations and provide support and encouragement for students in these ministry settings. Prerequisite: one four-hour core curriculum religion course. The course is required for all students receiving the CRV scholarship and may be repeated for a second semester. Prerequisite: successful completion of REL 115, 116 or 117. Elective credit only.

204. Campus Ministry Internship.

½ cr. hr.

This course is designed to give students practical experience in ministry to their peers within a structure of support and teaching in the field of pastoral care. Prerequisite: permission of the instructor. May be repeated one time. Elective credit only.

205. Issues in Ministry.

1 cr. hr.

This course is designed to acquaint students with issues and skills related to ministry in

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the contemporary church. These issues will be studied from both practical and theoretical viewpoints.

205A: World Missions. A study of the theology and practice in the Christian world mission with emphasis on the success and failures of the Christian missionary when confronting various world cultures and religions. Elective credit only.

205B: Missions in the U.S. A study of missions in the U.S. with special emphasis on the work of the Home Mission Board and the Southern Baptist Convention. Elective credit only.

205C: Evangelism. A study of the nature and practice of evangelism with attention given to the biblical, theological and historical roots of evangelism. Elective credit only.

205D: Women in Ministry. A study of the biblical and contemporary viewpoints concerning the roles of women in the church. Elective credit only.

205E: Bivocational Ministries. A study of the problems and opportunities unique to ministers who carry professional responsibilities outside their parish program. Elective credit only.

205F: Church Administration. A study of the management principles, styles, and the minister's leadership roles in organizing the church for effective ministry. Elective credit only.

205G: Pastoral Care. 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.

205H: Education and Youth Ministries. A study of the educational tasks and patterns of organization in contemporary churches with special emphasis on the religious thinking and development theories for youth leaders. Elective credit only.

205J: Preaching and Worship Leadership. 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. Elective credit only. Prerequisites: beginning religion course (115, 116, 117) and COM 100.

Sociology

Professor Chasteen, chairman; Assistant Professor Jacobs.

B.A., Sociology Major: 24 semester hours, including courses 211, 351, and 412, MAT 216.

Those who select sociology as a second major in combination with a B.S. primary major may follow the requirements for the B.S. degree. A grade of C or higher is required in each course in the major.

211. Introduction to Sociology. 4 cr. hrs.

The introduction to the study of sociology includes an examination of what sociologists know and how they know it. The concepts and methods of sociology are examined. Culture, community, the family and other basic institutions, research methods are among the topics covered.

212. Human Sexuality. 2 cr. hrs.

See course description for NUR 212.

218. Social Work. 2 cr. hrs.

A survey of the nature and philosophy of social work, its historical background, and general theory of social work and its application to individual and community problems. Designed to acquaint the student with the social work profession and its function in modern society. Offered on demand.

270. The Sociology of Sport and Leisure. 2 cr. hrs.

A study of sport sociologically, especially in relation to social organization, culture, socialization deviance, group enrichment, minority groups, demography and the mass media. On demand. Also listed as PED 270.

301-302. Seminars. 1-4 cr. hrs.

Special interest areas not included in the regular sociology offerings. To be announced.

304. Social Psychology. 4 cr. hrs.

See course description for Psychology 304.

322. Criminology. 4 cr. hrs.

A study of the nature, causes and consequences of crime and delinquency; an analysis of the

judicial process; an evaluation of various methods of treatment and prevention of crime. Sophomore standing or consent of instructor. Alternate years.

324. Social Scientific Study of Religion.

4 cr. hrs.

This course is an introduction to the study of religion from the perspectives of the human science. The emphasis is on anthropological, sociological, and psychological studies of religion. Other perspectives will sometimes be included. Prerequisites: SOC 211 or REL 215 or REL 271. Alternate years.

326. Marriage and the Family. 4 cr. hrs.

A cross-cultural study of family structure and functions; significant social characteristics of the American family; changing family roles; family organization, disorganization and reorganization. Junior standing or consent of instructor. Second semester.

334. Cultural Anthropology I: Introduction to Ethnography. 2 cr. hrs.

Through the reading of ethnographies, students are introduced to the principles of cultural anthropology and to the mechanics of three cultures in widely separated parts of the world. Field work in the various cultural communities of Kansas City is an important part of the course. Second semester.

335. Cultural Anthropology II: The Anthropology of Urban Ethnic Communities.

2 cr. hrs.

Primarily a field work course, this class seeks to immerse the student as fully as possible in the daily life of a Kansas City ethnic community, the purpose being to learn about the community's family system, their religious values, their food, music, literature, history, holidays, and general culture. Second semester.

339. Race and Ethnic Relations I: Introduction to Minority Groups. 2 cr. hrs.

An intensive and in-depth examination of American race relations with special attention to the dynamics of racism, prejudice and discrimination. Students will spend an average of two hours per week in the racial and ethnic communities of Kansas City. First semester.

Sociology

340. Race and Ethnic Relations II: The Sociology of Black, Indian and Mexican-Americans. 2 cr. hrs.

The life and times of well-known leaders of America's three largest minorities will be closely examined through biographies, census data and other relevant materials. Students will primarily be responsible for learning about one leader. Students will spend an average of two hours per week in the Kansas City community represented by the historical figure about whom they are learning. First semester.

351. Methods of Social Research. 4 cr. hrs.

Required of all sociology majors, open to other interested students. Topics include: theory of scientific research; research design; survey research techniques—sampling, instrument design, pretesting, interviewing, ethics; data manipulation, data processing, statistical techniques for data analysis, data display; report writing and critique. Prerequisites: 12 hours in Social Sciences (including SOC 211). MAT 216 (statistics) is strongly recommended. First semester.

412. Social Theory. 4 cr. hrs.

An historical and analytical study of social thought, including the origin and development of early social thought, contributions of pioneers in the field of sociology, major types of sociology theory, contemporary social theory. Prerequisite: SOC 211. First semester.

427-428. Readings in Sociology. 1-2 cr. hrs.

Readings are assigned from the works of

prominent sociologists. Individual reports are arranged. For seniors.

429-430. Theory Seminar. 1-4 cr. hrs.

An intensive study of selected area(s) or thinker(s) in sociological theory. Prerequisite: SOC 412.

431-432. Research Seminar. 1-4 cr. hrs.

An intensive study of special areas of sociological research. Each student is expected to engage in research under the supervision of the department. Prerequisite: SOC 351. Co-requisite: MAT 216, Statistics, or equivalent, or consent of instructor.

471-472. Internship. 4-8 cr. hrs.

A one-half to one semester experience with a governmental or private agency, involving practical use of sociological skills. May be combined with internship requirements for other majors.

The student assumes responsibility for a half-time to full-time experience, under the direction of a cooperating administrator and a faculty supervisor. The time, place and responsibilities are determined on an individual basis.

Formal application must be made to the department by the seventh week of the semester prior to beginning the internship. If credit is sought in a department, approval of the internship must be secured from that department prior to application to the sociology department.

College Personnel

Faculty of Instruction, 1989-90

Date after name indicates year of first appointment.

Department of Art

David Busch Johnson, 1970, *Professor of art, and chairman*. BA, 1955, Wheaton College; BAE, 1960, School of Art Institute of Chicago; MS, 1967, Illinois Institute of Technology (Institute of Design); MFA, 1974, University of Kansas.

Nano Nore Lueders, 1988, *Assistant professor of art*. BFA, 1974, Kansas City Art Institute; MA, 1976, Texas Women's University; MARS, 1980, Central Baptist Theological Seminary.

Department of Biology

Judith A. Dilts, 1975, *Professor of biology, and chairwoman*. AB, 1968, MA, 1975, PhD, 1976, Indiana University; further study, University of South Dakota.

Charles F.J. Newlon, 1956, *Associate professor of biology*. AB, 1956, William Jewell College; MA, 1962, University of Missouri-Columbia; further study, University of Missouri, University of Puerto Rico, University of Missouri-Kansas City, Kansas City Museum of Science and History, Michigan Technological University.

Burdette L. Wagenknecht, 1968, *Professor of biology*. BA, 1948, MS, 1954, University of Iowa; PhD, 1958, University of Kansas; further study, Syracuse University, Arizona State University, University of Puerto Rico, Oklahoma State University, Harvard University.

Department of Business Administration and Economics

Linda Bell, 1985, *Assistant professor of accounting*. BS, 1979, Fort Hays State University; MBA, 1984, University of Missouri-Columbia; CPA, Missouri, 1983.

Michael T. Cook, 1978, *Associate professor of economics; John W. Boatwright Chair in economics*. BA, 1969, MA, 1973, University of Chicago; PhD, 1983, Vanderbilt University.

Kimberly H. Harris, 1986, *Assistant professor of business administration*. BA, 1975, MBA, JD, 1978, University of Kansas.

Jean Hawkins, 1976, *Professor of accounting*. BS, 1968, MA, 1970, Central Missouri State University; CPA, Missouri, 1974.

Elizabeth R. Hoyt, 1981, *Assistant professor of business administration*. BS, 1975, Northwestern University; MBA, 1979, University of Wisconsin-Madison.

Lowell R. Jacobsen, Jr., 1981, *Assistant professor of economics*. BA, 1979, Buena Vista College; MIM, 1980, American Graduate School of International Management; PhD, 1986, University of Edinburgh-Scotland; further study, Oxford Centre for Management Studies, Oxford University; The Russian School, Middlebury College.

Otis E. Miller, 1978, *Professor of economics*. BS, 1952, PhD, 1962, University of Missouri-Columbia.

Jerrold L. Stark, 1984, *Associate professor of business administration and economics, and chairman*. BS, 1956, MA, 1957, University of Nebraska; PhD, 1973, University of Missouri-Columbia.

Department of Chemistry

Michael J. Chejlava, 1989, *Associate professor of chemistry*. BS, 1975, Harvey Mudd College; PhD, 1982, Kansas State University.

Marvin P. Dixon, 1965, *Professor of chemistry*. AB, 1960, William Jewell College; MS, 1963, PhD, 1965, University of Illinois.

Edwin H. Lane, 1980, *Professor of chemistry, and chairman*. BS, 1972, PhD, 1977, University of Oklahoma; further study, University of Oklahoma.

College Personnel

Department of Communication

Julie K. Adams, 1989, *Instructor in communication*. AB, 1985, William Jewell College; MA, 1988, Central Missouri State University.

Richard C. Brown, 1987, *Instructor in communication*. AB, 1964, William Jewell College; MA, 1967, University of Missouri-Kansas City.

Kim Bradford Harris, 1979, *Professor of communication*. BA, 1968, Carson-Newman College; MS, 1970, PhD, 1975, Southern Illinois University; further study, University of Missouri-Kansas City.

Lois Anne Harris, 1979, *Professor of communication*. BA, 1968, Carson-Newman College; MS, 1970, PhD, 1974, Southern Illinois University; further study, University of Kansas.

Gina E. Lane, 1985, *Assistant professor of communication*. BS, 1981, Northwest Missouri State University; MA, 1982, University of Arkansas; further study, University of Kansas.

Linda Newton, 1965, *Assistant professor of communication*. AB, 1962, William Jewell College; MA, 1963, University of Missouri; MA, 1981, University of Missouri-Kansas City; further study, University of Kansas Medical Center. (1989-90 Leave of absence.)

Philip A. Thompson, 1984, *Assistant professor of communication*. BS, 1981, Northern Arizona University; MS, 1983, University of Southwest Louisiana; further study, University of Kansas.

Tom H. Willett, 1967, *Professor of communication, and chairman*. AB, 1966, Colorado State College, Greeley; MA, 1967, University of Nebraska; PhD, 1976, University of Missouri-Columbia; further study, Oxford University.

Department of Education

Mary Ellen Bleakley, 1977, *Professor of education*. BA, 1962, University of Michigan; MA, 1966, PhD, 1977, University of Colorado; further study, Oakland University, Fort Hays State University.

Ronilue Beery Garrison, 1980, *Assistant professor of education*. BS, 1963, William Jewell College; MS, 1966, University of Kansas.

Cynthia A. Green, 1989, *Associate professor of education*. BS, 1970, Missouri Southern State College; MS, 1974, Pittsburg State University; MeD, 1986, Abilene Christian University; EdD, 1977, Baylor University.

Faye E. Moore, 1979, *Professor of education*. BA, 1955, Bethany Nazarene College; Diploma, The Montessori Training School for Teachers, Lee's Summit, Missouri; MEd, 1973, Northeastern Illinois University; EdD, 1976, Northern Illinois University.

M.J. Stockton, 1972, *Frances S. Evans professor of education, director of teacher certification, and chairman*. BA, 1962, Baylor University; MA, 1967, Sam Houston State University; EdD, 1971, Baylor University; further study, Georgetown University.

Department of English

John A. Canuteson, 1974, *Professor of English*. BA, 1964, University of Texas at Austin; MA, 1965, University of Chicago; PhD, 1975, University of Florida.

D. Dean Dunham, Jr., 1961-1965, 1969, *Professor of English, and chairman, and faculty instructional aide*. BA, 1960, Hastings College; MA, 1962, University of Arkansas; PhD, 1970, University of Nebraska.

Richard L. Harriman, 1962, *Associate professor of English, and director of the Fine Arts Program*. AB, 1953, William Jewell College; MA, 1959, Stanford University; LittD, 1983, William Jewell College; further study, Stanford University, Shakespeare Institute, Oxford University.

J. Gordon Kingsley, Jr., 1969, *Professor of literature and religion, and president*. BA, 1955, Mississippi College; MA, 1956, University of Missouri; BD, 1960, ThD, 1965, New Orleans Baptist Theological Seminary; postdoctoral study (English), 1968-69, University of Louisville; HHD, 1980, Mercer University; further study, University College Galway (Ireland), Northwestern University, Harvard University; Visiting Fellow, Cambridge University.

College Personnel

Ian Munro, 1978-79, 1981, *Professor of English.* BA, 1965, University of Victoria, British Columbia, Canada; PhD, 1976, University of Texas-Austin.

Sarah Powers, 1983, *Assistant professor of English, director of learning skills, and director of the Academic Achievement Center.* AB, 1971, William Jewell College; MA, 1972, University of Missouri-Kansas City.

Cecelia Ann Robinson, 1979, *Associate professor of English.* BA, 1969, Prairie View A&M University; MEd, 1971, Ed. Specialist, 1971, University of Missouri-Columbia; EdD, 1986, University of Kansas; further study, University of Missouri-Kansas City, Oxford University, University of Missouri-Columbia.

Marilyn W. Russell, 1987, *Assistant professor of English.* BA, 1961, Baylor University; MAT, 1962, Duke University; further study, University of North Carolina.

Ann Marie Woods Shannon, 1974, *Professor of English, and associate dean of the college, senior tutor of Oxbridge Program and coordinator of overseas study.* BA, 1951, Agnes Scott College; AM, 1952, Radcliffe College; Ph.D., 1961, Emory University.

Jimmie E. Tanner, 1980, *Professor of literature, dean of the college and provost.* BA, 1955, Oklahoma Baptist University; MA, 1957, PhD, 1964, University of Oklahoma.

Myra Cozad Unger, 1961, *Professor of English.* AB, 1960, William Jewell College, MA, 1963, Washington University; EdD, 1985, University of Kansas; further study, Oxford University.

Michael E. Williams, 1987, *Associate professor of English and coordinator of Foundations program.* BA, 1977, University of Northern Colorado-Greeley; MA, 1979, PhD, 1982, University of Colorado-Boulder; further study, University of London.

Department of History

Kenneth B. Chatlos, 1973, *Professor of history, and chairman.* BA, 1969, University of North Dakota; MA, 1971, PhD, 1976,

University of Nebraska, Lincoln; further study, University of Indiana, Yale University, Oxford University, University of California, Berkeley.

Elaine A. Reynolds, 1986, *Assistant professor of history.* BA, 1979, State University of New York-Buffalo; MA, 1982, Cornell University; PhD candidate, Cornell University; further study, Exeter College, Oxford University.

Fredrick M. Spletstoser, 1985, *Associate professor of history.* BA, 1969, BA, MA, 1971, University of Missouri-Kansas City; PhD, 1978, Louisiana State University.

Department of Languages

William A. Henning, 1989, *Associate professor of French.* AB, 1955, Wheaton College; MA, 1961, PhD, 1964, Indiana University; further study, University of Paris; École Internationale de Français, Université de Québec à Trois Rivières.

Antonio Vera, 1978, *Associate professor of modern languages.* BA, 1969, MA, 1971, PhD, 1983, University of Missouri-Columbia; further study, St. Louis University.

Catherine Vera, 1974, *Associate professor of modern languages.* BA, 1966, University of Missouri-Kansas City; MA, 1969, PhD, 1974, University of Missouri-Columbia; further study, Dartmouth College; Andrew W. Mellon Senior Faculty Fellow, University of Kansas, 1983.

Mary M. Walker, 1965, *Assistant professor of German.* AB, 1962, William Jewell College; MEd, 1965, University of Missouri-Kansas City; further study, Phillips Universität, Marburg An der Lahn, Germany; Goethe Institut Freiburg and Berlin, Murnau, Oberbayern, Germany; University of Munich; University of Kansas.

John Westlie, 1985, *Associate professor of French, and chairman.* BA, 1970, New College; MA, 1974, University of Minnesota; PhD, 1981, Yale University.

College Personnel

Library Faculty

Kenette J. Harder, 1984, *Assistant professor and reference and government documents librarian*. AB, 1977, William Jewell College; MLS, 1978, Texas Woman's University.

Bonnie Knauss, 1969, *Assistant professor and librarian*. AB, 1968, William Jewell College; MALS, 1969, University of Missouri-Columbia.

Elise R. Fisher, 1988, *Instructor and circulation librarian*. BA, 1975, William Jewell College; MLIS, 1988, University of Missouri-Columbia.

Terry L. Tjaden, 1988, *Instructor and catalog librarian*. AA, Augustana College; BA, Washington State University-Pullman; MA, University of Iowa-Iowa City.

John P. Young, 1967, *Assistant professor and director of the library*. AB, 1964, William Jewell College; MALS, 1967, University of Denver; MPA, 1974, University of Missouri-Kansas City.

Department of Mathematics and Computer Studies

Arthur R. Buss, 1988, *Assistant professor of computer studies*. BMus, 1961, MMus, 1963, University of Michigan-Ann Arbor; MS, 1985, University of Missouri-St. Louis; PhD, 1971, Michigan State University-East Lansing.

Gerald W. Eichhoefer, 1985, *Assistant professor of computer studies and philosophy*. BA, 1968, Greenville College; MA, 1984, PhD, 1988, Rice University; further study, Asbury Theological Seminary, Southern Illinois University, St. Louis University, University of Houston.

Joseph Truett Mathis, 1969, *Associate professor of mathematics*. BA, 1963, Howard Payne College; MS, 1965, Texas Christian University; further study, University of Oklahoma.

Sherman W. Sherrick, 1968, *Assistant professor of mathematics*. BS, 1964, Southwest Missouri State; MS, 1968, University of Missouri-Rolla.

Darrel R. Thoman, 1962, *Professor of mathematics, and chairman*. BA, 1960, Hastings College; MA, 1962, University of Kansas; PhD, 1968, University of Missouri-Rolla; further study, University of Missouri-Kansas City.

Department of Music

Donald C. Brown, 1967, *Professor of music, director of church music studies, and chairman*. AB, 1961, University of South Carolina; MCMus, 1964, DMA, 1973, Southwestern Baptist Theological Seminary.

Helen L. Brown, 1968, *Assistant professor of music*. BME, 1961, Howard College; MCM, 1964, Southwestern Baptist Theological Seminary.

Sandra Emig, 1977, *Professor of music*. BMus, 1973, MA, 1975, PhD, 1978, Ohio State University; further study, Dartmouth College.

W. Arnold Epley, 1982, *Professor of music, and director of choral activities*. BM, 1962, Howard College (Samford University); BCM, 1964, MCM, 1965, DMA, 1976, Southern Baptist Theological Seminary.

Calvin C. Permenter, Jr., 1980, *Assistant professor of music*. BM, 1976, University of Cincinnati College-Conservatory of Music; MM, 1979, Drake University; further study, American Conservatory of Music, Fontainebleau, France; Académie Ravel de Musique, St. Jean-de-Luz, France.

Phillip C. Posey, 1965, *Professor of music, and director of instrumental activities*. BME, 1959, Florida State University; MM, 1963, Eastman School of Music of the University of Rochester, N.Y.; DMA, 1974, University of Missouri-Kansas City Conservatory of Music.

Pauline Peck Riddle, 1972, *Professor of music, and director of keyboard studies*. BSEd, 1953, Southwest Missouri State College; MSM, 1956, Southern Baptist Theological Seminary; DME, 1972, University of Oklahoma; further study, University of Kansas.

Janice E. Rogers, 1977, *Assistant professor of music*. BA, 1969, MA, 1977, University of Tennessee.

College Personnel

Phillip Wendell Schaefer, 1976, *Assistant professor of music*. BA, 1968, University of Northern Iowa; MS, 1976, University of Illinois.

Dean Wilder, 1975, *Robert H. McKee professor of music, and director of vocal studies*. BA, 1963, Cascade College; MM, 1970, New England Conservatory of Music.

Ronald K. Witzke, 1984, *Assistant professor of voice*. BME, 1978, Bethany (Oklahoma) Nazarene College; MM, 1984, University of Texas-Austin.

Department of Nursing

Karen L. Bakewell, 1986, *Assistant professor of nursing*. Diploma, 1976, Nebraska Methodist Hospital School of Nursing; BSN, 1978, Creighton University; MSN, 1982, University of Colorado. (1989-90 part-time appointment.)

Nora K. Clark, 1986, *Assistant professor of nursing*. BSN, 1971, Walla Walla College (Washington); MSN, 1986, University of Kansas.

Ruth Bax Edwards, 1973, *Professor of nursing*. BSN, 1969, University of Missouri-Columbia; MSN, 1973, University of Texas-Austin; EdD, 1984, University of Kansas.

Nelda Schwinke Godfrey, 1984, *Assistant professor of nursing*. BSN, 1977, University of Missouri-Columbia; MN, 1980, University of Kansas. (1989-90 part-time appointment.)

Jeanne Johnson, 1973, *Professor of nursing, and chairwoman*. BSN, 1956, University of Illinois; MA, 1975, University of Missouri-Kansas City; EdD, 1984, University of Kansas.

Joanne Kersten, 1979, *Associate professor of nursing*. BS, 1974, William Jewell College; MN, 1979, EdD, 1983, University of Kansas.

A. Lorene Massa, 1983, *Assistant professor of nursing*. BSN, 1967, Northeast Missouri State University; MA, 1970, University of Iowa; further study, University of Missouri-Kansas City.

Delois Meyer, 1985-88; 1989, *Assistant professor of nursing*. BSN, 1983, University of Nebraska; MN, 1985, University of Kansas.

Janet Vincent Thompson, 1978, *Professor of nursing*. BSN, 1957, MN, 1973, University of Kansas; EdD, 1984, University of Kansas.

Evangeline M. Webb, 1986, *Assistant professor of nursing*. Diploma, 1958, Presentation School of Nursing, Aberdeen, SD; BA, 1961, Ottawa University; MA, 1964, Eastern Baptist Theological Seminary; MSN, 1980, University of Oklahoma-Oklahoma City.

Department of Philosophy

Keith R. David, 1969, *Professor of philosophy*. BA, 1954, Oklahoma Baptist University; MA, 1962, University of Wichita; PhD, 1969, Southern Illinois University; further study, Regent's Park College, Oxford University, Yale University.

Gerald W. Eichhoefer, 1985, *Assistant professor of computer studies and philosophy*. BA, 1968, Greenville College; MA, 1984, PhD, 1988, Rice University; further study, Asbury Theological Seminary, Southern Illinois University, St. Louis University, University of Houston.

Robert S. Trotter, 1949, *Professor of philosophy, and chairman*. AB, 1944, Mississippi College; BD, 1947, PhD, 1956, Yale University; further study, University of Minnesota.

Department of Physical Education

Daniel K. Carter, 1989, *Instructor in physical education and head football coach*. AB, 1980, William Jewell College; MA, 1982, University of South Dakota.

Kevin L. Deremer, 1987, *Instructor in physical education and head athletic trainer*. BS, 1981, University of West Virginia; MSED, 1983, Northwest Missouri State University.

Fred Flook, 1962-1970; 1975, *Assistant professor of physical education, and baseball coach*. BS, 1958, MA, 1971, Kansas State Teachers College of Emporia; further study, University of Utah.

College Personnel

Darrel W. Gourley, 1958, *Associate professor of physical education, and golf coach*. BS, 1949, Northeast Missouri State College; MEd, 1952, University of Missouri; further study, University of Indiana, University of Missouri.

Larry Max Hamilton, 1967, *Assistant professor of physical education, director of athletics, and track coach*. AB, 1961, William Jewell College; MS, 1967, Central Missouri State University.

Larry R. Holley, II, 1979, *Assistant professor of physical education, and head basketball coach*. AB, 1967, William Jewell College; MEd, 1968, University of Missouri-Columbia; further study, University of Missouri-Columbia, Northwest Missouri State University, DePaul University.

Barbara Rose Macke, 1968, *Assistant professor of physical education*. BS, 1963, Southeast Missouri State University; MA, 1972, University of Missouri-Kansas City; PhD candidate, University of Southern Illinois.

James A. Nelson, 1950, *Professor of physical education, and tennis coach*. BS, 1949, Missouri Valley College; MAEd, 1953, University of Missouri-Kansas City; further study, University of Illinois.

Raymond E. Webster, Jr., 1985, *Associate professor of physical education, and chairman*. BA, 1960, Franklin College of Indiana; MS, 1963, Indiana State University; PhD, 1976, University of New Mexico.

Department of Physics

C. Don Geilker, 1968, *Professor of physics, and chairman*. AB, 1955, William Jewell College; MA, 1957, Vanderbilt University; PhD, 1968, Case Institute of Technology.

John L. Philpot, 1962, *Professor of physics*. AB, 1957, William Jewell College; MS, 1961, PhD, 1965, University of Arkansas.

Department of Political Science

Dale S. Kuehne, 1989, *Instructor in political science*. BA, 1981, University of Minnesota; MATS, 1985, Gordon-Conwell Theological Seminary; MA, 1988, PhD candidate, Georgetown University.

Department of Psychology

C. Ray Owens, 1983, *Assistant professor of psychology, and chairman*. BS, 1975, Houston Baptist University; MA, 1977, University of Houston at Clear Lake City; PhD, 1984, Utah State University.

Patricia Schoenrade, 1989, *Assistant professor of psychology*. BA, 1981, Purdue University; MA, 1984, PhD, 1986, University of Kansas.

Robert E. Troutwine, 1980, *Associate professor of psychology*. BS, 1976, Southwest Missouri State University; MS, 1979, PhD, 1980, Tulane University.

Department of Religion

J. Bradley Chance, 1982, *Associate professor of religion, and director of academic advising*. AB, 1975, University of North Carolina-Chapel Hill; MDiv, 1978, Southeastern Baptist Theological Seminary; PhD, 1984, Duke University.

Jerry B. Cain, 1978, *Assistant professor of religion, and chaplain to the college*. BS, 1968, Eastern New Mexico University; MA, 1971, Baylor University; further study, University of New Mexico, New Mexico Highlands University, Midwestern Baptist Theological Seminary, Oxford University.

David Nelson Duke, 1980, *Associate professor of religion, and chairman*. BA, 1972, Samford University; MDiv, 1975, Southern Baptist Theological Seminary; PhD, 1980, Emory University; further study, Oxford University.

Milton P. Horne, 1986, *Assistant professor of religion*. BA, 1979, University of Missouri-Columbia; MDiv., 1983, Midwestern Baptist Theological Seminary; D.Phil, 1989, University of Oxford.

Department of Sociology

Edgar Chasteen, 1965, *Professor of sociology and anthropology, and chairman*. BS, 1957, MA, 1959, Sam Houston State College; PhD, 1965, University of Missouri.

College Personnel

Anton K. Jacobs, 1988, *Assistant professor of sociology*. BA, 1971, University of Missouri-St. Louis; MDiv, 1975, Eden Theological Seminary; MA, 1978, University of Louisville; PhD, 1985, University of Notre Dame.

Oxford Faculty

(Joint Appointment at Jewell)

Paul S. Fiddes, 1988, *Tutor in doctrine and librarian*. M.A., D. Phil, Oxford.

M.N. Goodspeed, 1988, *Tutor in Mission and Lay Training*. B.D., London.

L.B. Keeble, 1988, *Tutor in pastoral theology*. B.D., London; Th.M., Ruschlikon, Switzerland.

Larry Kreitzer, 1988, *Dean and tutor in New Testament*. M.Th., Ph.D., London.

R.A. Mason, 1988, *Senior tutor and tutor in Old Testament*. M.A., Oxford; Ph.D., London.

Barrington R. White, 1988, *Principal*. B.A., Cambridge; M.A., D. Phil., Oxford.

Adjunct and Part-Time Faculty, 1989-90

Will Adams, 1955-89; 1989, *Distinguished adjunct professor in political science*.

Don Akers, 1989, *Adjunct instructor in mathematics*.

Carl Anderson, 1989, *Adjunct instructor in religion*.

Patricia Ballenger, 1988, *Adjunct instructor in physical education*.

Marcia Biggs, 1989, *Adjunct instructor in music*.

Joseph G. Bock, 1987, *Adjunct instructor in political science*.

Georgia B. Bowman, 1947-79; 1981, *Adjunct professor of Latin*.

Linda Bandom, 1989, *Adjunct instructor in education*.

Vicki Breckenridge, 1989, *Adjunct instructor in education*.

Roger Chatten, 1990, *Adjunct instructor in psychology*.

Valerie Combe, 1989, *French assistant*.

Jean Cooper, 1987, *Adjunct instructor in medical technology*.

James R. Crowe, Jr., 1988, *Adjunct instructor in religion*.

Randall Cunningham, 1985, *Adjunct instructor in music*.

Larry Dickerson, 1980, *Adjunct instructor in philosophy*.

Ray Dimarchi, 1987, *Adjunct instructor in music*.

Kirsten Evans, 1989, *Adjunct instructor in Latin*.

David Everson, 1988, *Adjunct instructor in music*.

Stanley A. Galloway, 1989, *Adjunct instructor in English*.

Neita Geilker, 1971, *Adjunct instructor in English*.

Paloma Carinanos Gonzalez, 1989, *Spanish assistant*.

William R. Gossett, 1989, *Adjunct instructor in physical education*.

Gwen Griffin, 1984, *Adjunct instructor in English*.

James Grimm, 1989, *Adjunct instructor in music*.

Cheryl Grosser, 1982, *Adjunct instructor in English*.

Sandra M. Hader, 1973, *Adjunct instructor in accounting*.

J. Eric Helsing, 1989, *Lecturer in management*.

Steve Hemphill, 1988, *Adjunct instructor in business law*.

Susan S. Hendrix, 1986, *Adjunct instructor in music*.

Julie Hess, 1987, *Adjunct instructor in education*.

Juarenne C. Hester, 1973, *Adjunct instructor in education*.

College Personnel

Stanley Hixson, 1989, *Adjunct instructor in communication.*

David Howell, 1988, *Adjunct instructor in religion.*

Rebecca Koop, 1980, *Adjunct instructor in art.*

Dale Ladner, 1988, *Adjunct instructor in accounting.*

Ed Lakin, 1950, *Adjunct professor of music.*

Terry Lamberth, 1990, *Adjunct instructor in religion.*

Adrian Lamkin, 1981, *Adjunct instructor in religion.*

Morty Lebedun, 1990, *Adjunct instructor in sociology.*

Ed Leonard, 1988, *Adjunct instructor in philosophy.*

Melissa Lewis, 1989, *Adjunct instructor in physical education.*

Candace M. Louis, 1990, *Adjunct instructor in communication.*

Robin L. Maser, 1989, *Adjunct instructor in biology.*

Gary McCollough, 1987, *Adjunct instructor in education.*

Max McElwain, 1989, *Adjunct instructor in English.*

Leslie Mengel, 1982, *Adjunct instructor in music.*

Judy Minor, 1982, *Adjunct instructor in physical education.*

David O. Moore, 1956-86; 1990, *Adjunct professor of religion.*

Elaine Moore, 1977, *Adjunct artist-instructor in music (flute).*

James Nail, 1989, *Adjunct instructor in education.*

Patrick Nickle, 1982, *Adjunct instructor in business administration.*

John Eric Palmer, 1988, *Assistant instructor in biology.*

Gary D. Phelps, 1974, *Adjunct instructor in philosophy.*

Ann Posey, 1966, *Adjunct instructor in music.*

Mort Rader, 1989, *Adjunct instructor in music.*

Don Riddle, 1989, *Adjunct instructor in music.*

Jackie Russell, 1989, *Adjunct instructor in mathematics.*

Aaron M. Reuck, 1975, *Adjunct instructor in physical education.*

Mary Dugan Saxon, 1989, *Adjunct instructor in nursing.*

Gina Scaggs, 1987, *Adjunct instructor in music.*

Steve Seward, 1988, *Adjunct instructor in music.*

Sheryl Start, 1988, *Adjunct instructor in music.*

Lynda Walker Stephens, 1983, *Adjunct instructor in music.*

Terri Teal, 1984, *Adjunct instructor in music.*

Ronald C. Thiewes, 1990, *Adjunct instructor in business administration.*

Julia Wharton, 1987, *Adjunct instructor in mathematics.*

Jack A. Wiley, 1990, *Adjunct instructor in English.*

Vinnie Vaccaro, 1989, *Adjunct instructor in physical education.*

Kenneth Walker, 1986, *Adjunct instructor in economics.*

Julie Warm, 1989, *Adjunct instructor in political science.*

Linda Yameen, 1989, *Adjunct instructor in music.*

Emeriti Faculty and Administrators

Georgia B. Bowman, *Professor of communication, and chairman, 1947-1979.*

College Personnel

Wilbur J. Bruner, *Professor of modern languages, and chairman, 1936-1978.*

Lutie Chiles, *Professor of education, and director of elementary education, 1950-1977.*

Thomas S. Field, *President, 1970-1980.*

Bernice B. Gonzalez, *Associate professor of modern languages, 1964-1974.*

Wallace A. Hilton, *Professor of physics, and chairman, 1946-1980.*

E.W. Holzapfel, *Vice president of student affairs, 1947-1970; acting president, 1969-1970.*

D. Vern LaFrenz, *Associate professor of mathematics, 1945-1969.*

Edward Lakin, *Professor of music, 1950-1977.*

David O. Moore, *Professor of religion, and chairman, 1956-1986.*

Norris A. Patterson, *Professor of physical education and chairman, 1950-1969 and 1975-1985.*

Virginia D. Rice, *Associate professor of communication, 1930-1975.*

Olive E. Thomas, *Associate professor of biology, 1936-1974.*

Kermit C. Watkins, *Professor of economics and chairman, 1956-1978.*

Earl R. Whaley, *Professor of sociology and chairman, 1955-1988.*

Officers of the College, 1990-91

Jerry B. Cain, *Chaplain to the College, and Collegiate Vice President. B.S., Eastern New Mexico University, 1968; M.A., Baylor University, 1971.*

Sandra M. Hader, *Vice President for Administrative Services. B.B.A., University of Missouri-Kansas City, 1970; CPA, Missouri, 1978.*

J. Gordon Kingsley, *President. B.A., Mississippi College, 1955; M.A., University of*

Missouri, 1956; B.D., 1960, Th.D., 1965, New Orleans Baptist Theological Seminary; H.H.D., Mercer University, 1980; Litt.D., Seinan Gakuin University, Japan, 1989.

Suzanne H. Patterson, *Vice President for Advancement. B.S., Missouri Southern State College, 1977.*

Gary D. Phelps, *Dean of Student Affairs, and Collegiate Vice President. A.B., William Jewell College, 1970; M.S., Emporia State, 1972.*

Larry E. Stone, *Director of Enrollment Management, and Collegiate Vice President. A.B., William Jewell College, 1969; M.A., University of Missouri-Kansas City, 1974.*

Jimmie E. Tanner, *Dean of the College, and Provost. B.A., Oklahoma Baptist University, 1955; M.A., 1957; Ph.D., 1964; University of Oklahoma.*

Administrative Faculty, 1990-91

Susan J. Armstrong, *Director of Student Financial Planning. A.B., William Jewell College, 1984; M.B.A., Rockhurst College, 1987.*

B. Darlene Atkinson, *Associate for Manager of Campus Living System. B.S., William Jewell College, 1987.*

Elaine M. Barnes, *Registrar. B.S., University of Kansas, 1972.*

Susanne M. Barrett, *Learning Resource Center Coordinator. B.A., Central Missouri State University, 1982; M.L.S., Central Missouri State University, 1985.*

Richard P. Bowles, *College Physician. A.B., William Jewell College, 1949; M.D., Washington University, 1953.*

Donna J. Butler, *Assistant Director of Career Development and Placement. B.M.E., Oklahoma Baptist University, 1982; M.M., Southwestern Baptist Theological Seminary, 1986.*

John W. Cain, *Director of Counseling and Testing. A.B., William Jewell College, 1981; M.A., University of Missouri-Kansas City, 1984.*

College Personnel

Daniel K. Carter, *Head Football Coach*. A.B., William Jewell College, 1980; M.A., University of South Dakota, 1983.

J. Bradley Chance, *Director of Academic Advising*. A.B., University of North Carolina, Chapel Hill, 1975; M.Div., Southeastern Baptist Theological Seminary, 1978; Ph.D., Duke University, 1984.

Victor L. Davolt, *Regional Director of Admission*. A.B., William Jewell College, 1982.

Kevin L. Deremer, *Head Athletic Trainer*. B.S., University of West Virginia, 1981; M.S.Ed., Northwest Missouri State University, 1983.

Larry J. Dickerson, *Director of Computer Services*. A.B., William Jewell College, 1976; M.Div., Yale University, 1980.

Iva Lea Durocher, *Manager of Hester Alumni Center*.

Robert A. Eisele, *Coordinator of Public Relations*. B.A., University of Missouri, Kansas City, 1975.

D. Corrine Geabhart, *Assistant Director of Student Financial Planning*.

Helen L. Gillespie, *Accountant/Business Office Manager*. B.S., William Jewell College, 1977.

Richard L. Harriman, *Associate Professor of English, and Director of the Fine Arts Program*. A.B., William Jewell College, 1953; M.A., Stanford University, 1959; Litt.D., William Jewell College, 1983.

R. Melvin Henderson, *Director of Planned Giving*. A.B., Howard (now Samford) University, 1952; M.Th., Southeastern Baptist Theological Seminary, 1956; Ph.D., Princeton Theological Seminary, 1964.

Ann L. Hickey, *Campus Minister*. A.B., William Jewell College, 1979; M.A., Baylor University, 1980; M.Div., Midwestern Baptist Theological Seminary, 1983.

Daniel G. Hickey, *Campus Minister*. B.A., University of Arkansas, 1979; M.Div., Midwestern Baptist Theological Seminary, 1983.

David B. Howell, *Senior Associate Dean of Students*. A.B., William Jewell College, 1978; M.Div., Southeastern Theological Seminary, 1982; Th.M., Southeastern Baptist Theological Seminary, 1982; D.Phil., University of Oxford, 1988.

Christine M. Hymes, *Assistant Director of Admission*. A.B., William Jewell College, 1988.

Brian Kramer, *Mabee Center Facilities Coordinator*. B.S., University of Nebraska, 1984; Further study, Texas A & M University.

Rodger L. Labeth, *Assistant Dean for Athletics, Mabee Center, and Physical Education*. A.B., William Jewell College, 1968; M.A., Ohio University, 1978.

Adrian Lamkin, Jr., *Director, William E. Partee Center for Baptist Historical Studies*. B.A., Georgetown College, 1970; M.Div., 1973, Ph.D., 1980, Southern Baptist Theological Seminary.

Joan S. Lawrence, *Administrative Assistant to the President*.

Tami L. Lewis, *Coordinator of Business and Professional Seminars*. A.B., William Jewell College, 1987.

Ann Martin, *Coordinator of Community Education*. B.A., Fontbonne College, 1987.

Sally M. Masters, *Assistant Dean of Students/ Director of Campus Life Programs*. B.S., William Jewell College, 1979; M.S., Baylor University, 1980.

Virginia L. Merrigan, *Administrative Assistant to the Director of Physical Plant*.

Judith M. Michael, *Data Base Analyst/ Programmer and Faculty Liaison*. B.S., William Jewell College, 1986.

Karyl L. Minor, *Administrative Assistant for Continuing Education*. B.S., Missouri Valley College, 1966.

College Personnel

Rebecca A. Morrison, *Communication Specialist*. B.A., University of Arkansas, 1978.

Ronald C. Mullennix, *President, CollegeHill Investments, Inc.* B.A., 1970, J.D., 1972, University of Missouri-Columbia.

Kathleen J. Sheppard Nasteff, *Assistant Director of Admission*. A.B., William Jewell College, 1986.

W. Dean Nay, *Manager of Campus Living System*. B.S., Oklahoma State University, 1957.

James W. Nelson, *Senior Development Associate*. B.A., William Jewell College, 1965; M.A., University of Missouri, Columbia, 1971.

Sandra C. Noland, *Director of Student Activities and Yates College Union*. B.S., William Jewell College, 1977; M.A., Northwestern Missouri State University, 1982.

T. Edwin Norris, *Director of Admission*. A.B., William Jewell College, 1983.

Sarah E. Powers, *Director of Learning Skills and the Writing Center*. A.B., William Jewell College, 1970; M.A., University of Missouri-Kansas City, 1972.

Aaron M. Reuck, *Director of Physical Plant*. B.S.C.E., Rolla School of Mines, 1962.

Judith A. Rychlewski, *Director of Career Development and Placement*. A.B., 1970, M.S., 1972, University of Missouri-Columbia.

J. Stephan Schwegler, *Associate Dean for Continuing Education*. B.A., University of Missouri-Kansas City, 1969; M.A., University of Kansas, 1971; Ed.D., Teachers College, Columbia University, 1982.

Ann Marie Shannon, *Associate Dean of the College, Senior Tutor of Oxbridge Program, and Coordinator of Overseas Study*. B.A., Agnes Scott College, 1951; A.M., Radcliffe College, 1952; Ph.D., Emory University, 1961.

Ardith L. Sharp, *Administrative Assistant to the Dean*.

Nancy C. Sherrick, *Coordinator of Programs, President's Office*.

William D. Soper, *Associate College Physician*. M.D., University of Missouri-Columbia, 1968.

Patricia A. Stanfield, *Director of Housing*.

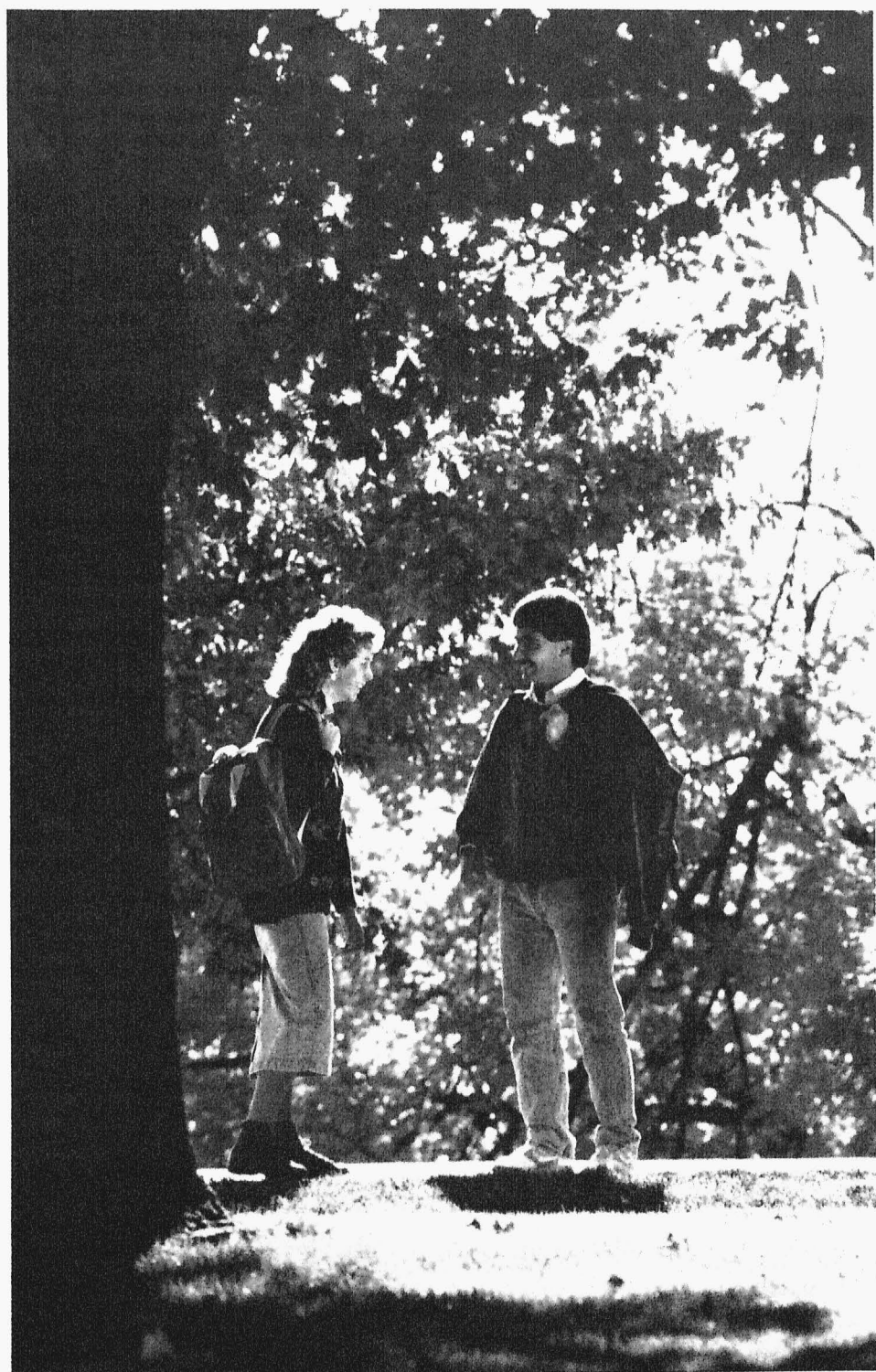
Lou Sytsma, *Director of Skilling Health Center*. B.S., Grand Valley State University, 1974; M.S.N., University of Wisconsin, 1979.

Eleanor F. Terry, *Assistant Dean of Students/Director, Freshman Year Experience*. B.A., Mississippi College, 1964; M.A., 1965, Ph.D., 1989, University of Missouri-Columbia.

John F. Truex, *Consultant for Development*. B.A., William Jewell College, 1947.

Michael E. Williams, *Coordinator of the Foundations Program*. B.A., University of Northern Colorado-Greeley, 1977; M.A., 1979; Ph.D., 1982, University of Colorado-Boulder.

John Young, *Director of the Library*. A.B., William Jewell College, 1964; M.A.L.S., University of Denver, 1967; M.P.A., University of Missouri-Kansas City, 1974.



Board Of Trustees

Board of Trustees

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Richard P. Bowles, M.D., *Residence, 414 N. Ridge, Liberty, Mo. 64068; business address, 140 Westwoods Drive, Liberty, Mo. 64068.* Private practice in general medicine, William Jewell College physician; member, American Medical Association, Missouri State Medical Association, Clay County Medical Association, certified by American Board of Family Practice; member of staff of Liberty Hospital; member of Liberty Rotary Club; served on board of directors, Liberty Chamber of Commerce; received distinguished service award from Liberty Jaycees and Citation for Achievement from WJC; deacon, Second Baptist Church.

William M. Crouch, *Residence, 239 Chasselle Lane, St. Louis, Mo. 63141.* Principal, Moneta Group, Inc., St. Louis, Mo.; Sunday School teacher and deacon, Kirkwood Baptist Church; member, executive board, Missouri Quarterhorse Association; Associate board member, Missouri Baptist Hospital; Boystown of Missouri; St. Louis Exhibitors Horse Show Association.

Homer Earl DeLozier, D.D., *Residence, 1700 Bellevue, St. Louis, Mo. 63117.* Retired minister; supt. of missions, St. Louis Baptist Assn.; executive secretary, St. Louis Baptist Mission Board, retired; past president, Missouri Baptist Convention; president, St. Louis Baptist Ministers' Conference, 1946; Missouri Baptist Children's Home, 1949-52; trustee, Home for Aged Baptists, 1950-51; moderator, St. Louis Baptist Association, 1952-53; president, St. Louis Mission Board, 1953-54; secretary, executive committee, Missouri Baptist Hospital, 1955.

G. Nelson Duke, *Residence, 1903 Chicago Road, Jefferson City, Mo. 65101.* Pastor Emeritus, First Baptist Church, Jefferson City; former pastorates in Tennessee and Alabama; past president of Missouri Baptist Convention; former member of Southern Baptist Convention Executive Committee; member of Memorial Community Hospital Board.

John L. Gilbert, *Residence, 551A N. Westwood Dr., Poplar Bluff, Mo. 63901; business address, First Baptist Church, 551 N. Westwood Dr., Poplar Bluff, Mo. 63901.* Pastor, First Baptist Church, Poplar Bluff; served for 12 years as member, executive board of Missouri Baptist Convention; president, MBC, 1984-85.

J. Ray Gill, *Residence, 526 East Lexington, Richmond, Mo. 64085; business address, Gill Grain Company, Henrietta, Mo. 64036.* President, Ray Land and Loan Company, Richmond, Mo.; president, Gill Grain Company, Henrietta, Mo.; president, Ray County Levee District No. 5; secretary, Crooked River Drainage District, Henrietta, Mo.; director, American Bank, Richmond, Mo.; director, Ameribanc, Inc., St. Joseph, Mo.; deacon, First Baptist Church, Richmond, Mo.; commercial farmer.

John E. Hughes, *Residence, 14909 E. 34th St., Independence, Mo. 64055; business address, 500 West Truman Rd., Independence, Mo. 64050.* Pastor, First Baptist Church, Independence, Mo.; Executive Board Missouri Baptist Convention; chairman, administrative committee, MBC Executive Board; American Christian Television System of Kansas City, Inc.; past president, National Alumni Association, Southern Baptist Theological Seminary; chairman, Ethics Board, City of Independence.

Joe H. Hunt, *Residence, P.O. Box 181, Arcadia, Okla. 73007.* Executive vice president, Southwestern Bell Telephone Co., retired; director, Mercantile Bancorporation and Mercantile Trust Co., retired; deacon, Nichols Hills Baptist Church, Oklahoma City.

Wallace E. Jones, *Residence, 11021 St. Francis, St. Ann, Mo. 63074; business address, Fee Fee Baptist Church, 11330 St. Charles Rock Road, Bridgeton, Mo. 63044.* Pastor, Fee

Board Of Trustees

Fee Baptist Church, St. Louis; executive committee, Southern Baptist Convention; past president, Missouri Baptist Convention; former pastorates in Kansas City, Weldon, N.C., Higbee, Mo., Dade County and Johnson County, Mo.

Lewis M. Krause, *Residence, 2430 Westchester Blvd., Springfield, Ill. 62704; business address, Springfield Southern Baptist Church, Springfield, Ill. 62702.* Pastor, Springfield Southern Baptist Church, Illinois; former work as fraternal representative to German Baptist Union under Southern Baptist Convention Foreign Mission Board; pastorates at First Baptist Church, Camdenton and Fulton, Mo.; Immanuel Baptist Church, Jefferson City, Mo.; First Baptist Church, White Castle, La.; member, Relief Commission, Baptist World Alliance.

Burnell Landers, M.D., *Residence, 13101 Delaware Drive, Independence, Mo. 64055; business address, 4240 Blue Ridge Blvd., Kansas City, Mo. 64133.* Physician in gastroenterology staff privileges at Research Medical Center, North Kansas City Memorial Hospital, Independence Sanitarium and Hospital, plus consulting staff privileges at eight other area hospitals; member of American College of Gastroenterology, American Society of Gastrointestinal Endoscopy, American Medical Association, Greater Kansas City Society of Internists, Jackson County Medical Society, Kansas City Southwest Clinical Society, Midwest Society for Gastrointestinal Endoscopy, Missouri Society of Internal Medicine; member, First Baptist Church of Independence.

A. Phillip Lineberger, D.Min., *Residence, 102 N. Waterview, Richardson, Texas 75080; business address, 701 W. Bellline Rd., Richardson, Texas 75080.* Pastor, Richardson Heights Baptist Church, Richardson, Texas; former pastor in Wichita and Little Rock; graduate of Southwestern Seminary; member, BWA Evangelism Committee; received many honors, awards, including H.C. Brown Preaching Award, Outstanding Senior Preacher, Southwestern Baptist Seminary, "Who's Who in American Universities and Colleges," "Outstanding Young Men of America".

Eugene M. Moore, *Residence, Kingswood manor, 10000 Wornall Rd., Apt. 2402, Kansas City, MO 64114.* Charles F. Curry Co., retired; member, The Missouri Bar; member, Wornall Road Baptist Church, Kansas City.

John E. Owen, *Residence, 916 N. Cape Rock Drive, Cape Girardeau, MO 63701; business address, First Baptist Church, 926 Broadway, Cape Girardeau, MO 63701.* Pastor, First Baptist Church, Cape Girardeau; president, Missouri Southern Seminary Alumni Association; trustee, Annuity Board of SBC; member, Long Range Planning committee of Cape Girardeau Baptist Association; member, Student Work Committee for BSU, Southeast Missouri State University, Cape Girardeau; former pastorates in Kentucky and Ohio.

O. Q. (Dick) Quick, *Residence, 19838 Creekround Ave., Baton Rouge, LA 70817.* President, Chairman, and CEO, Piccadilly Cafeterias, Inc., retired; member, Rotary International; board member, Hibernia Corp., salvation Army, Baton Rouge Area Foundation, Southern Baptist Foundation, Golden Gate Baptist Theological Seminary and Piccadilly Cafeterias; deacon and trustee, Broadmoor Baptist Church.

Palmer A. Reynolds, *Residence, 1516 Gettysburg Landing, St. Charles, Mo. 63301; business address, Phoenix Textile Corp., 13652 Lakefront Dr., St. Louis, Mo. 63045.* President, Phoenix Textile Corp.; public speaker, auxiliary board member, Missouri Baptist Hospital; First vice president, National Organization of Women Business Owners, St. Louis chapter; secretary development committee; Foreign Mission Board, SBC; member of Edmundson Road Baptist Church.

Linda J. Roos, *Residence, 1199 Clayton Place Drive, St. Louis, Mo. 63131.* Marriage and family counseling, private practice; board member, the Metropolitan School, the Christian Civic Foundation; current member and past president of the board of the North Side Team Ministry; board member and officer of P.E.O.; Sunday School teacher, Third Baptist Church, St. Louis.

Committees

Gerald R. Sprong, *Residence, 3907 North 29th Terrace, St. Joseph, Mo. 64506; business address, American National Bank, St. Joseph, Mo. 64502.* President, chief executive officer and director of Ameribanc, Inc.; director of American National Bank of St. Joseph, American Bank, St. Louis, American Bank-Kansas City; St. Joseph Light and Power Company, St. Joseph; deacon, Wyatt Park Baptist Church of St. Joseph.

Joy Steincross, *Residence, 912 Wildbrier Drive, Liberty, Mo. 64068.* Active in denominational work of both Missouri Baptist Convention and Southern Baptist Convention; former member, Christian Life Commission; chairperson, MBC World Hunger Task Force; formerly recording secretary of MBC Executive Board; compiler of "World Hunger Cookbook;" Meals on Wheels board of directors; member of PEO; Liberty Symphony board of directors; Nursing School advisory board; accomplished musician, public speaker, and church leader; member of Second Baptist Church, Liberty.

Harvey M. Thomas, PhD, *Residence, 617 Jefferson Circle, Liberty, Mo. 64068.* President, Thomas and Associates, Inc., psychological consultants to management; board of directors, Claycrest Golf Club; member, Industrial Commission, Liberty; member, Kansas City Club; member, American Psychological Association, Midwest Psychological Association, Kansas City Psychological Association; certified psychologist, Missouri; Pi Kappa Delta; Sigma Xi; deacon, Second Baptist Church of Liberty.

William E. Turnage, *Residence, 230 Lakeside Dr., Liberty, Mo. 64068; business address, Missouri Court of Appeals Building, 1300 Oak Street, Kansas City, Mo. 64106.* Judge, Missouri Court of Appeals, Western District; member, Broadway Baptist Church.

Robert W. Webb, *Residence, 132 Whiteridge, Maryville, MO. 64468; business address, First Baptist Church, Maryville, Mo. 64468.* Pastor, First Baptist Church, Maryville; has served as chairman, Inter-Relations Agency, MBC; member MBC; State Nominating Committee; member, Executive Board, MBC; former pastorates in Kansas, Arkansas, and Bolivar, Mo.

John F. White, *Residence, 99 Lazell Street, Hingham, Ma. 02043.* President, Chairman, and CEO, Haemonetics Corporation; board member, South Shore Chamber of Commerce, South Shore Rehabilitation Center, HIMA (Health Industry Manufacturers Assn.).

Carl F. Willard, *Residence, 634 West 66th Terrace, Kansas City, Mo. 64113; business address, Charles F. Curry Company, 720 Main St., Kansas City, Mo. 64105.* Senior vice president and director, Charles F. Curry Company; member, Downtown, Inc.; member, Kansas City Chamber of Commerce, Real Estate Board; deacon, First Calvary Baptist Church, Kansas City, Mo.

Trustees Emeriti

Robert M. Addison, *2517 Hawthorne, Independence, Mo. 64052.*

Grant Davis, *1334 E. Delmar, Springfield, Mo. 65804.*

Samuel E. Maddox, *204 Hill St., Dothan, Ala. 36301.*

Committees of the College, 1990-91

Program and Policy Committees

ADMINISTRATIVE CABINET (A): Cain, Hader, Kingsley, Patterson, Phelps, Stone, Tanner

CURRICULUM AND EDUCATIONAL POLICY (A/F): Faculty—B. Chance, M. Cook, M. Dixon, D. Dunham, S. Emig, E. Hoyt, N. Lueders, L. Massa, T. Mathis, F. Moore, F. Spletstoser, B. Wagenknecht; Ex-Officio—Barnes, Schwegler, Shannon, Stockton, Williams; Administrator—**Tanner**.

FACULTY COUNCIL (F): Faculty—**J. Canuteson**, K.H. Harris, M. Horne, A. Jacobs, S. Sherrick, D.Thoman.

FACULTY DEVELOPMENT (F): Faculty—L. Bell, D. Brown, R. Brown, A. Epley, R. Garrison, D. Geilker, **L. Jacobsen**, E. Lane, J. Philpot

Committees

Specific Action Committees

ADMISSION (A/F): Faculty—J. Adams, P. Schaefer, E. Webb; Administrators—Norris, Phelps, **Tanner**; ex-officio—Barnes

ATHLETICS (A/F): Faculty—D. Kuehne, S. Sherrick, **R. Troutwine**; Administrator—Tanner

BUDGET (A): Faculty—J. Johnson, A. Vera; Administrators—Cain, **Hader**, Kingsley, Patterson, Phelps, Stone, Tanner

CHRISTIAN COLLEGE (A/F): Faculty—G. Eichhoefer, J. Hawkins, W. Henning, A. Jacobs, T. Willett (Volunteer); Administrator—**Cain**

COMMITTEE ON COMMITTEES (F): Faculty—C. Green, **J. Kersten**, G. Lane, D. Meyer, E. Reynolds, P. Schoenrade

COMPUTER FACILITATING (A/F): Faculty—R. Buss, **P. Riddle**, P. Schoenrade, M. J. Stockton, J. Young; Administrator—Dickerson

FRESHMAN YEAR EXPERIENCE (A/F): Faculty—H. Brown, R. Brown, D. Dunham, L. A. Harris, E. Helsing, J. Johnson; Administrators—Phelps, Tanner, **Terry**

HONORS COUNCIL (F): M. Chejlava, M. Cook, K. David, L. A. Harris, C. Permenter, M. Russell, **F. Spletstoser**; ex-officio—B. Knauss

HUMANITARIAN SERVICE COMMITTEE(F): K. Deremer, **D. Johnson**, P. Riddle, J. Thompson, C. Vera

INTERNATIONAL/INTERCULTURAL EDUCATION (A/F): Faculty—**E. Chasteen**, N. Clark, E. Reynolds, M. Walker; Administrators—Howell, Shannon

LIBRARY (A/F): Faculty—**K. Chatlos**, G. Lane, R. Witzke, Administrators—Shannon, Young

PRE-MEDICAL ADVISORY (A/F): M. Chejlava, **J. Dilts**, M. Dixon, E. Lane, J. Philpot, A. Shannon, R. Troutwine

PRE-LAW ADVISORY (A/F): K. Chatlos, **K. H. Harris**, R. Troutwine

PRESTIGIOUS FELLOWSHIP ADVISORY (F): J. Dilts, D. Duke, S. Emig, E. Helsing, **J. Westlie**

SABBATICAL LEAVE (A): Faculty—K. Chatlos, D. Geilker, R. Trotter; Trustees—**Reynolds**, Turnage, Willard; Administrators—Kingsley, Shannon, Tanner

THEME (F): **N. Clark**, E. Fisher, R. Owens, P. Posey, S. Powers, R. Trotter

WHO'S WHO IN AMERICAN COLLEGES AND UNIVERSITIES (A/F): Faculty—L. Hamilton, J. Hawkins, D. Meyer, R. Owens, C. Robinson, D. Thoman, D. Wilder; Administrator—**Phelps**

Consultative Committees

CAMPUS ORGANIZATIONS AND SPECIAL EVENTS (A/F): Faculty—F. Flook, B. Knauss, O. Miller, I. Munro, Webb; Administrator—**Phelps**

COLLEGE CONDUCT (F): Faculty—H. Brown, R. Edwards, W. Henning, B. Macke, **T. Willett**

EDUCATIONAL RECORD REVIEW (A/F): Faculty—D. Gourley, K. Harder, T. Tjaden; Administrator—**Rychlewski**

INSTRUCTIONAL IMPROVEMENT (F): R. Buss, C. Green, K. B. Harris; Ex-Officio—**Dunham**

STUDENT FINANCIAL PLANNING (A/F): Faculty—O. Miller, P. Posey; Administrators—Phelps, **Stone**, Tanner

STUDENT HEALTH ADVISORY (A/F): Faculty—M. E. Bleakley, L. Holley, I. Munro, Administrator—**Sytsma**

TEACHER EDUCATION (F): Faculty—B. Bleakley, R. Garrison, C. Green, B. Macke, F. Moore, C. Newlon, C. Robinson, P. Schaefer, **M. Stockton**, M. Walker

Calendar

Official Calendar 1990-91

First Semester

August 31

Residence Halls Open

August 31-September 3

New Student Orientation

September 3

Registration

September 4

Classes Begin

September 13

Opening Convocation

October 6

Homecoming

October 26

Fall Break

November 20

Thanksgiving Holiday
Begins (5 p.m.)

November 26

Classes Resume

December 17-20

Finals Examinations

December 20

Christmas Holiday
Begins (5 p.m.)

Winterim

January 14

Winterim Begins

January 25

Winterim Ends

Second Semester

January 28

Classes Begin

March 15

Spring Break
Begins (5 p.m.)

March 25

Classes Resume

March 29

Good Friday Observed

April 11

Achievement Day

May 13-16

Final Examinations

May 19

Baccalaureate and
Commencement

Summer School

June 3

Summer School Begins

July 26

Summer School Ends

1991-92

First Semester

August 30

Residence Halls Open

August 30-September 2

New Student Orientation

September 2

Registration

September 3

Classes Begin

September 12

Opening Convocation

October 19

Homecoming

October 25

Fall Break

November 19

Thanksgiving Holiday
Begins (5 p.m.)

November 25

Classes Resume

December 16-19

Final Examinations

December 19

Christmas Holiday
Begins (5 p.m.)

Winterim

January 13

Winterim Begins

January 24

Winterim Ends

Second Semester

January 27

Classes Begin

March 6

Achievement Day

March 13

Spring Break
Begins (5 p.m.)

March 23

Classes Resume

April 17

Good Friday Observed

May 11-14

Final Examinations

May 17

Baccalaureate and
Commencement

Summer School

June 1

Summer School Begins

July 24

Summer School Ends

Directory Of Campus Facilities

Academic Buildings:

Greene Hall

President
Provost and Dean
Administrative Services
Admission
Student Financial Planning
Information Center
Registrar
Business Office

Jewell Hall

Business Administration and
Economics Department
Communication Department
English Department
Language Department
Philosophy Department

Marston Hall

Biology Department
Chemistry Department
Math and Computer Studies
Department
Physics Department
Political Science Department

Curry Library

Baptist Historical Society
Browning Theater
Education Department
History Department
Nursing Department
Sociology Department
Fine Arts Department

Yates College Union

Bookstore
Career Development and Placement
Counseling and Testing
Dean of Student Affairs
Food Service
Student Activities
Student Affairs
Housing Services

Gano Chapel

Chaplain
Spurgeon Center for Ministry
Student Ministries
New Horizons Center
Religion Department

Pillsbury Music Center

Music Department
Perry Learning Resource Center
Lovan Community School of Music
Forbis Recital Hall

Brown Hall

Development Office
Doniphan Room
Microcomputer Laboratory

Psychology Department
Art Department
Peters Theater
Public Relations/News Services
Radio Station KWJC
Stocksdale Art Gallery
Theatre Program
Journalism and Student Newspaper

Power Plant

Building Services

Greene Stadium

Mabee Center

Physical Education Department

Ely Hall

Custodial Office
Security Office
Skilling Health Center
Physical Plant Office

Elliot C. Spratt

Outdoor Sports Complex

Polly Grant Memorial Baseball Field
Soccer Field
Softball Diamonds

Hester Alumni Center

Alumni Services
Guest Suites

Housing:

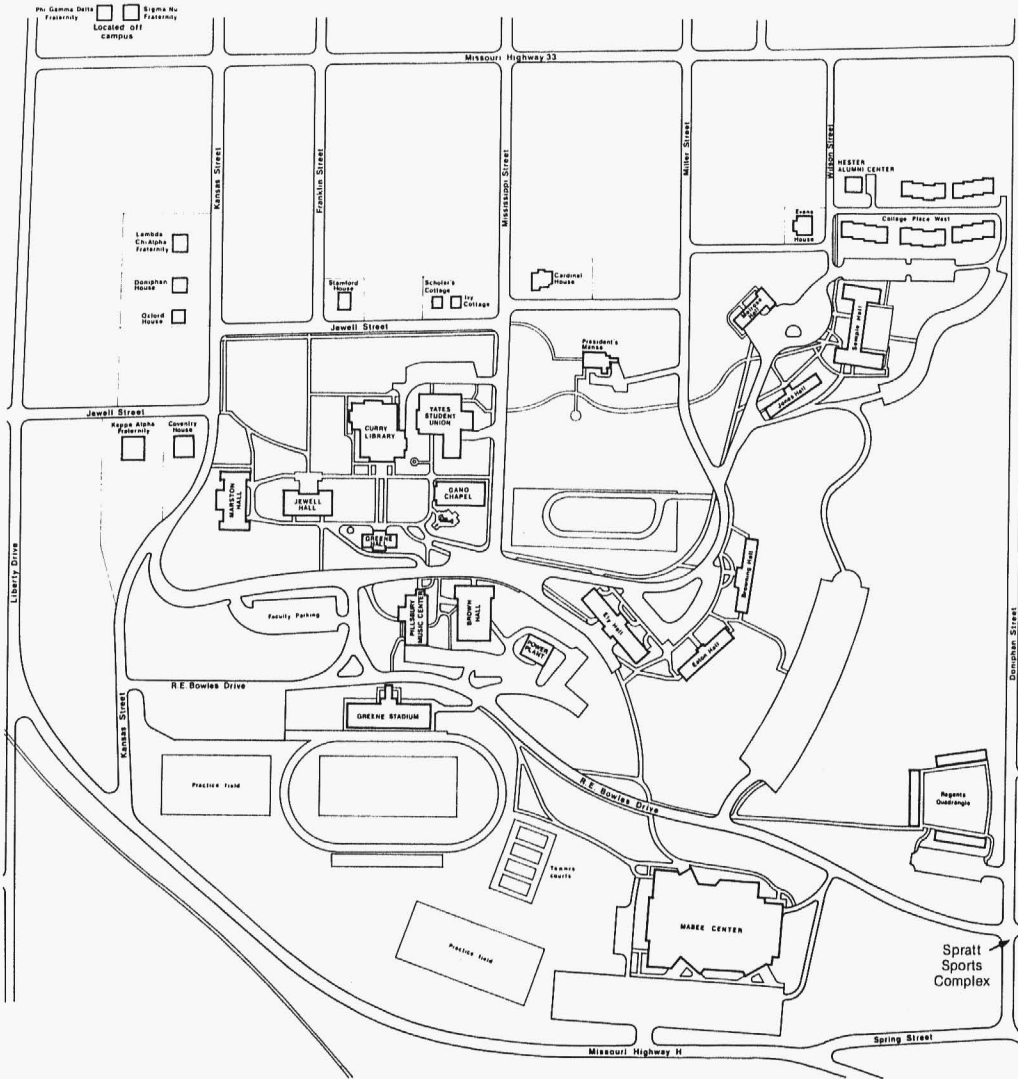
President's Manse
College Place West
Melrose Hall
Semple Hall

Sororities

Alpha Gamma Delta
Alpha Delta Pi
Zeta Tau Alpha
Delta Zeta

Jones Hall
Browning Hall
Eaton Hall
Ely Hall
Marguerite Apartments
"Regents' Quadrangle"
Kappa Alpha Fraternity
Coventry House
Oxford House
Doniphan House
Lambda Chi Alpha Fraternity
Stamford House
Scholar's Cottage
Ivy Cottage
Cardinal House
Evans House
Phi Gamma Delta Fraternity
Sigma Nu Fraternity

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The Academic Program

Courses Of Study/Art

Biology

British Studies

Business Adm. & Economics

Chemistry

Communication

Education

English

Foundations

History

Languages

Mathematics-Computer Studies

Music

Nursing

Oxbridge

Philosophy

Physical Education

Physics

Political Science

Psychology

Religion

Sociology

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