

WILLIAM JEWELL COLLEGE

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.



In this and all publications at William Jewell College, the word "he" is used as a gender inclusive pronoun.

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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.

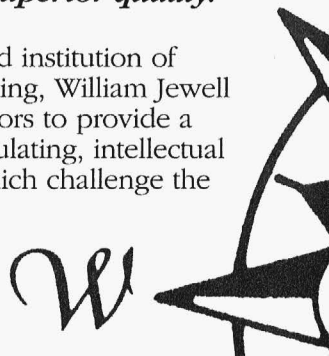
With its historic red brick buildings, towering white columns, and beautifully landscaped grounds, the William Jewell campus has earned its reputation as one of the nation's most beautiful. The ivy-covered walls themselves have a storied history (the commanding Jewell Hall actually predates the Civil 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 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.

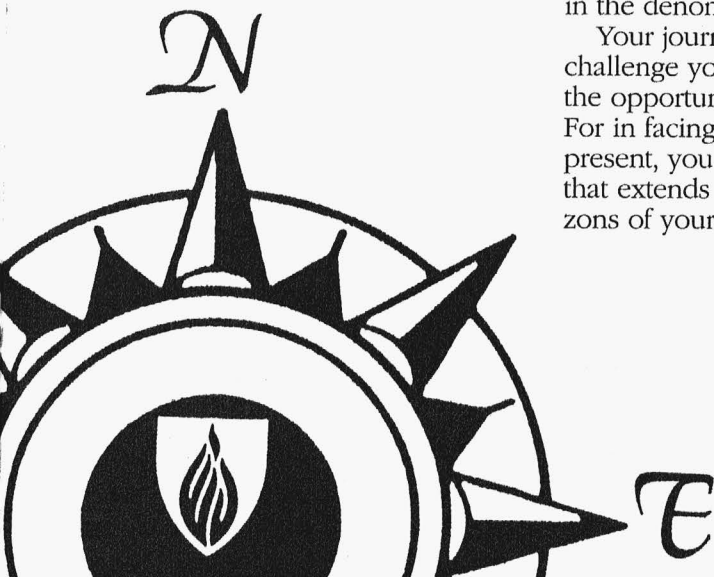
As an institution supportive of public service to the community at large, the college upholds its unique commitment to exceptional cultural and educational opportunities. Programs are offered to contribute in the intellectual, emotional, spiritual, cultural, social and physical development of individuals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

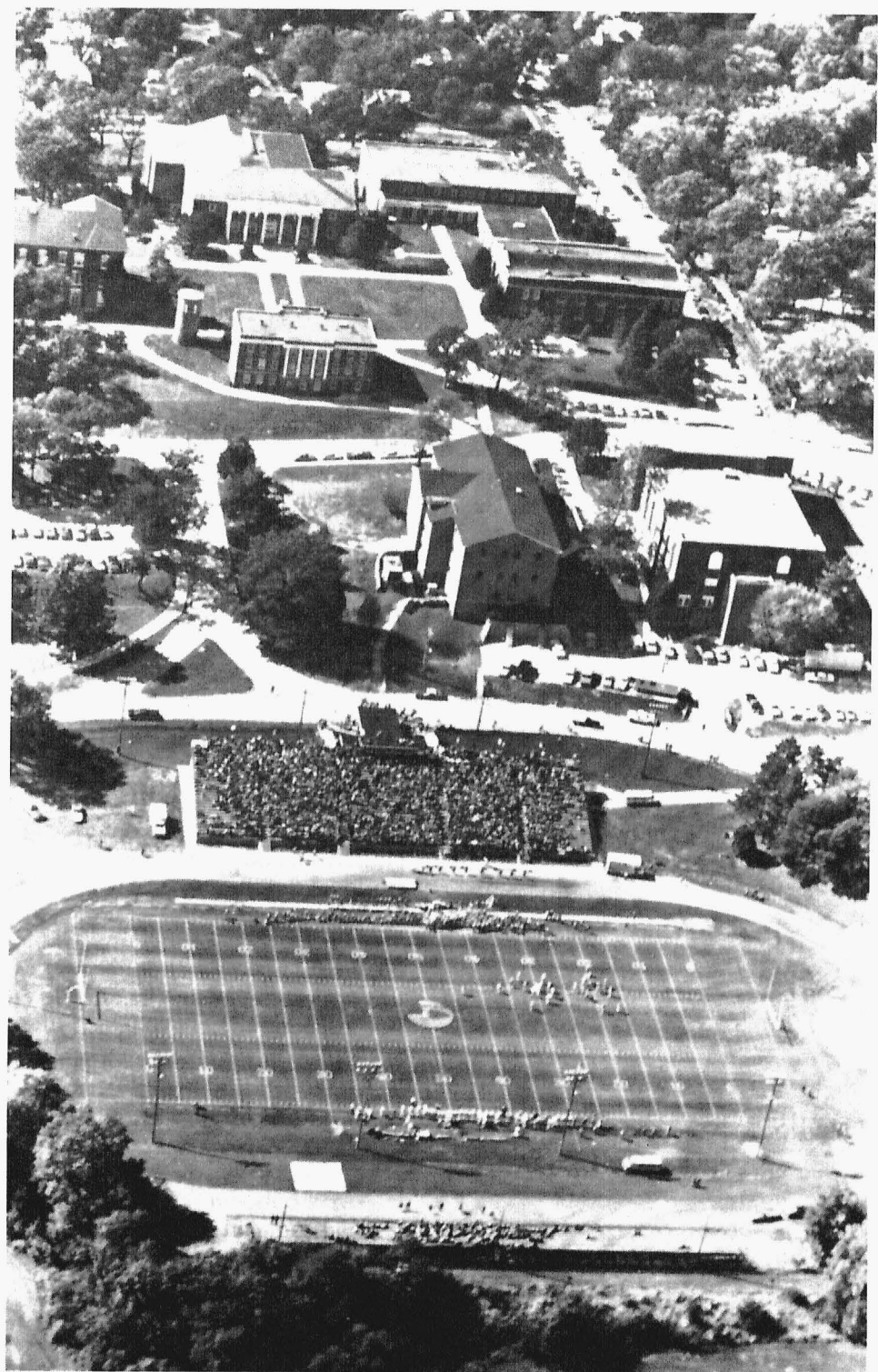
on campus and in the larger community.

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. 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

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 two persons who can write knowledgeably about your academic abilities and your qualities of character.

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

Student Information

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 the first junior 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.

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.

Student Information

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 half-time 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

Freshman and sophomore students are 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. Junior and senior students are not allowed a grace period when the grade point average is below 2.0.

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.

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.

Student Information

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 progress; R repeat; W withdrew; 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.

Forms of Assistance

Scholarships and grants assistance which do not have to be repaid include: Academic Excellence Scholarships, Achievement Awards, Marian Greene Scholarships, William Jewell Scholarships, Spencer, Volker and Heritage Scholarships, Pastor's Christian Leadership Awards, Church-Related Vocations, Acteen and Missions Challenge Grants, Grants-in-Aid, Hester Scholarship, Ministers' Dependents, Pell Grants, Missouri Student Grants (MSG), and Supplemental Educational Opportunity Grants (SEOG).

Loan assistance, which must be repaid, also is available: Stafford (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 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.

Student Information

Expenses

	SEMESTER	YEAR
Tuition and Fees	\$4,485	\$8,970
Room	540	1,080
Board—21 meal plan*	835	1,670
	\$5,860	\$11,720

*An alternate board plan (14 meal plan) is available at \$785 per semester, \$1,570 per year.

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 \$155 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 Training Orchestra (103B), Chapel Choir (303), Symphonic Band (305), Liberty Symphony (307) or Foundations (350-351). (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 \$360 per semester hour.

Credit hours will be calculated based on total hours of enrollment for the semester including classes added at the second seven weeks.

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

Auditing any course, per semester hour	\$120
Credit by examination, per semester hour	\$25/hr.
Graduation fee	\$40
Japanese Studies (212-311)	\$100
Returned checks	\$15
Supervised Student Teaching	\$75
Education (Educ. 410 and 424)	

Deferred Payment 1%
of unpaid balance/month

Payment Options

All accounts are due and payable on or before the first day of classes each semester. William Jewell offers a Prepaid Tuition Plan (PTP). Students unable to pay in full may elect the 10-Month Plan, the 10-Month Zero Interest Plan, or the 12-Month Plan. Those who do not satisfy their financial obligations before the first day of classes may be assessed a finance charge. To receive additional information regarding these options contact Student Accounts in the Business Office, (816) 781-7700, ext. 5164.

Tuition Plan, Inc. and Academic Management Services, Inc. (AMS) offer additional installment plans. To receive information on these plans contact the Office of Financial Planning, (816) 781-7700, ext. 5143.

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	\$50

Many of the physical education activity courses require a fee. The fees will be published prior to pre-registration.

Credit 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 over-payment upon request.

This schedule applies to students reducing registration to 17 credit hours or whose registration is altered from full-time to part-time

Student Information

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. However, 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 allowed to pre-register, nor will they be issued grades, transcripts or diplomas. Room, board and other privileges may be suspended as a result of unsatisfactory student accounts.

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 reentry 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 28th 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.

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

Student Information

professional fields for interested students. The formal occasion has brought 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, soccer, 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 consecutive 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 choir 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 Orchestra 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 inter-disciplinary 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. The James C. Cope Lectureship on Science and Society, established by James C. Cope, M.D. '37, examines the many social issues raised by the scientific advancements of the twentieth century.

College Chapel

The college community is offered the opportunity to worship together at chapel each

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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 Campus Minister.

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

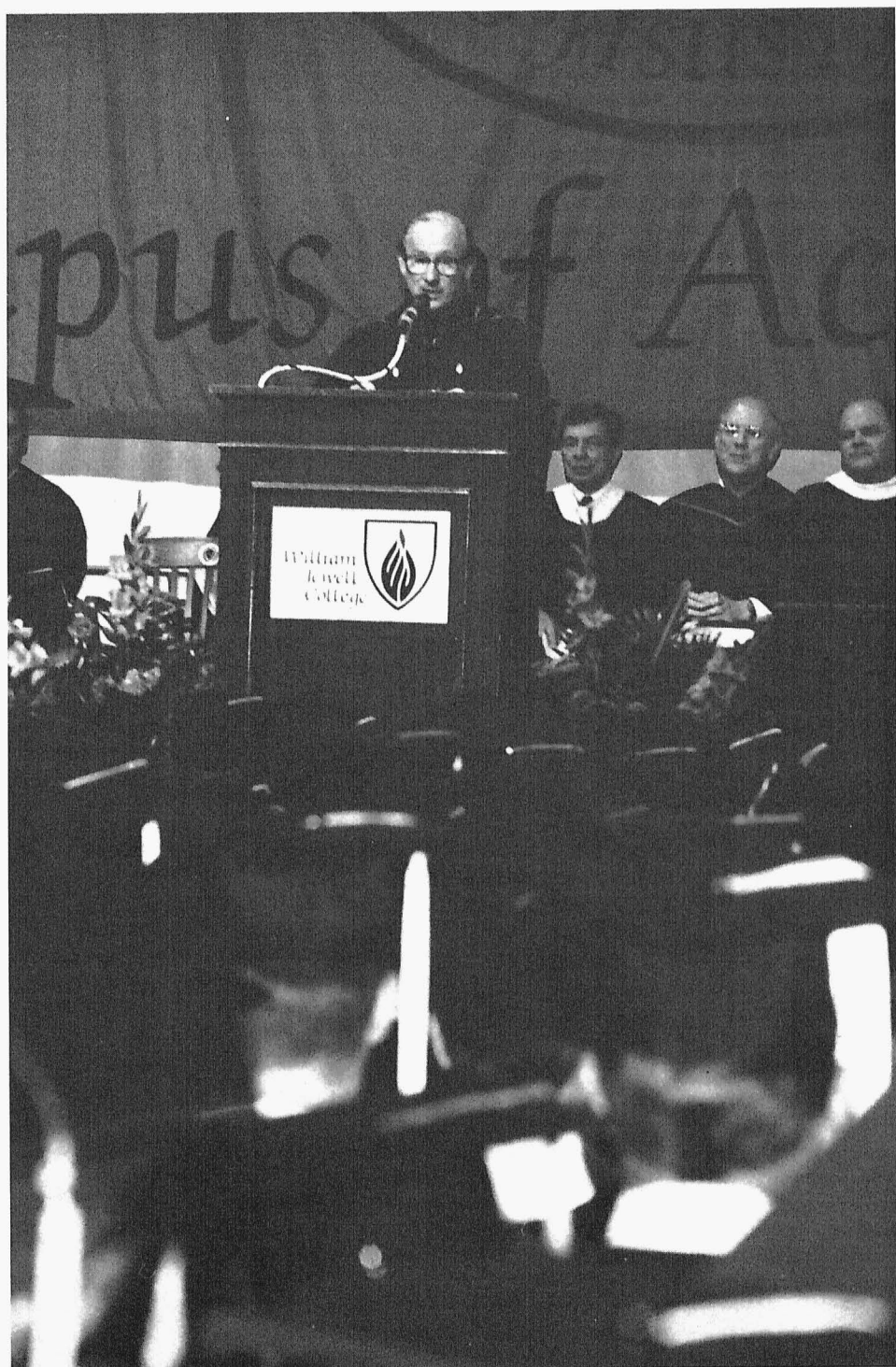
The basic health care needs of the William Jewell College student are met through a comprehensive health care program provided by the Skilling Student Health Center. Located in the lower level of Ely Hall, the Center houses the Director's office, a waiting and reception area, two examination/ treatment 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 illness and handicapping conditions; emergency first aid; health education and promotion materials; nutrition counseling; psychological 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.



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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 fall 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 declare 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 elements: The Proficiency Test of Writing Skill and the Writing Component Courses. Students will take English 100 (or the equivalent) their first or second semester here to develop the necessary skills for writing at the college level and must pass English 100 before registering

for hours beyond 45. The William Jewell College Proficiency Test of Writing Skill is the final examination for the course. All students are required to pass the William Jewell College Proficiency Test of Writing Skill. 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 the first junior semester at William 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 Achievement Center (101 Jewell Hall) offers materials and personnel to help students with writing in all classes and is available without cost.

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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. Two (or more) Physical Education activity

courses totaling at least 2 hours. (Except for majors in physical education, no more than 4 hours in activity courses, including PED 100/101, or the equivalent, 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, 313, and 314, and religion (except 115, 116, 117, 203,

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204, 205 and 341). Foreign language 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 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. Two (or more) Physical Education activity courses totaling at least 2 hours. (Except for majors in physical education, no more than 4 hours in activity courses, including PED 100/101, or the equivalent, 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, 313, and 314, and religion (except 115, 116, 117, 203, 204, 205 and 341). Foreign language 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, OXA 150, or advanced placement by the department.

Communication 100.

Two (or more) Physical Education activity courses totaling at least 2 hours. (Except for majors in physical education, no more than 4 hours in activity courses, including PED 100/101, or the equivalent, 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.

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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 one laboratory science.

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, 313 and 314, and religion (except 115, 116, 117, 203, 204, 205 and 341). Foreign language literature courses numbered above 300 count for the college literature requirement.

Foreign language: See Program I, page 12.

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 bona-fide 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

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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, and the required religion course, 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 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 prior to registering for their next to last semester. (This would be the second semester of the junior year.)

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.

Progress Toward Graduation

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 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.

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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 values 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 - progress;

R - repeat English 100;

W - withdrew;

WD - left the college.

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. A course may not be repeated using the pass-fail option.

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.

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

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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.

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

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 specified 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 being repeated.
6. No course required for teacher certification or pre-professional preparation.
7. All physical education activity courses are offered on a pass-fail basis. Neither the limit of one course per semester nor the limit of 20 hours total will include PED activity courses.

Grades of P or FA 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, excluding courses taken on a pass-fail basis or audited, 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.

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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 spring semester of their junior year. Additional information may be obtained by contacting the academic Dean or the chairman of the Honors Council.

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 fall 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.

Audit

On a space-available basis a student may register during the regular registration period to audit (i.e., sit in on a course without credit) a course. If the student is enrolled full-time and, including the audited course, stays within the 12-17 hour range, no additional charge is assessed for the audit. If the student is enrolled in fewer than 12 or more than 17 hours, there is a charge of \$120 per hour for auditing a course. A student may not audit a course which requires physical participation (i.e., a studio art course, a music lesson, a physical education activity, etc.). A student may not change from audit to credit status after having registered in a course as an auditor.

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. After the fourth week, W will appear on the transcript.

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.

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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 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. The first day of Winterim is the last day to register for a Winterim or to drop/add. An earlier deadline for independent study is printed in the Winterim course schedule. Students will

register for courses and activities selected from those listed in the Winterim course schedule.

No additional tuition for Winterim is charged to full-time day students who attend both fall and spring semesters. All other students are required to pay tuition at the evening division rate. Some Winterim courses and activities require additional fees. Winterim courses carry one-half to two hours credit. A student may take no more than two Winterim courses in the same discipline for application toward the Winterim requirement (discipline is defined by the course prefix, e.g., PSY or FILM). A student may not repeat the same Winterim course for credit—the service/learning (SRVL) Winterims being the exceptions to both rules. 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). Each student should declare a major in the office of Academic Advising.

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

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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 fall 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 classes in these subjects, students prepare for the examinations through carefully structured programs of independent study and tutorial instruction. 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.

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 for a probationary year as Oxbridge Open students and do not apply for entry into majors until late in spring semester.

Study will normally include a junior 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.

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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 chairman of the Department of Political Science.

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 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-Broadbudd 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.).

For more information, contact the office of the Dean.

The World Campus

Each student at William Jewell College is encouraged to pursue a foreign study experience.

Through programs in China, 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 office of student financial planning.

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.

The Academic Program

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 for a junior year of study: 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. 15, 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, Dean of Degrees 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 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 art or music history, economics, history, literature, mathematics, philosophy, politics, psychology and religion.

Homerton College, Cambridge. A cooperative arrangement with Homerton College al-

lows William Jewell juniors 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 art, history, literature, music, religion, sciences and theatre. 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 lan-

The Academic Program

guage 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 24 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.

Zhejiang University, China. In cooperation with Central College, William Jewell offers students the opportunity to study at Zhejiang University in Hangzhou, China. Study in China extends through March, April, and May with an orientation period on Central's home campus. All students take an intensive Chinese language class as well as courses selected from Chinese art, history, and culture. No previous knowledge of Chinese is expected. Instruction is in English, by Chinese professors at Zhejiang. 16 hours credit. Applications are accepted from William Jewell students in good standing, with an average of C or above and demonstrated maturity and sense of responsibility. Applications are due February 15 for study the following year.

Paris, France. Also in cooperation with Central College, Jewell students may enter two programs at the University of Paris (the Sorbonne).

Cours de Civilisation Francaise de la Sorbonne. Three levels of instruction are offered: Advanced program, with practical language study and lecture courses on French history, culture, art, and literature, for students with at least three years of college French. Regular program, concentration on language study with some study of French civilization,

for students with at least two years of college French; a successful semester in the Regular program would prepare a student to move into the Advanced program. Introductory program, intensive introduction to the French language, no previous study of French required; a successful Introductory semester would equip a student for the Regular level.

Business Program at the Sorbonne. Courses in language and business administration with electives from French civilization courses, for students with at least three years of college French.

Enrollment is open in both programs to students with 2.5 or above GPA, B average in French courses; for the full year or for either fall or spring semester. 16 credit hours per semester, 32 for full year. Applications due by October 1 for spring semester or February 15 for fall semester or full year.

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 February 15 for fall semester or October 1 for spring semester.

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.

The Academic Program

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

Service Learning

William Jewell is a member of the Partnership for Service-Learning, a national organization of academic institutions and service agencies uniting accredited study and work in established humanitarian service agencies. Through the Partnership, Jewell students may participate in semester or year-long programs abroad in France, India, Jamaica, Liberia, the Philippines and, in the United States, in South Dakota. Applications and information are available in the office of the Campus Ministers.

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 year. Regent's faculty are listed in this catalog.

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 administration, economics, psychology, sociology, and systems and data processing. Day students may not count paralegal courses toward their degree.

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 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 preregistration. Additional students may enroll the first night of class on a space available basis. 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.

The Academic Program

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.

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.

Curry Library

Located at the center of the campus quadrangle, the Charles F. Curry Library plays an active role in the academic life of William Jewell College. The open stack system allows easy access to the collection of 198,629 volumes, 76,000 microforms, and 789 journal titles. More than 10,000 books and government documents are added annually. The library is an active member of local, regional, and national computer-based library networks. The library's holdings are extended by the Kansas City Metropolitan Library Network, supplying access to the collections of over forty academic, special, and public libraries in the area, and by a reciprocal direct borrowing agreement with ten area college and university libraries.

The Library contains many non-traditional types of resources. A Macintosh computer center with word processing, graphing, and graphics programs is provided by the Library for student use. Comprehensive off-site database searching through DIALOG and BRS information retrieval systems, containing over 350 on-line databases on all major disciplines, is provided through a skilled reference staff. Local CD-ROM indexes include InfoTrac's Academic Version of the General Periodicals Index, with

indexing to over 1,000 journal and newspaper titles, Auto-Graphics Government Documents Catalog, and Company ProFiles.

A staff of professional librarians provides reference and reader assistance to users, as well as instruction to classes and individuals in effective use of library resources.

Curry Library contains several special collections of poetry, children's literature, limited and first editions, and religion in addition to the archives of the college. The most notable is the private library of Rev. Charles Haddon Spurgeon, the great English Baptist pastor. The library also houses the William E. Partee Center for Baptist Historical Studies, sponsored by the college and the Missouri Baptist Historical Commission. The center holds an extensive collection of Baptist papers and other important historical material.

The Learning Resource Center, located in the Pillsbury Music Center, offers listening and viewing facilities for individuals and small groups. Housed in the LRC is a collection of 18,400 non-print materials (records, audio cassettes, compact discs, multi-media, and videotapes) plus a collection of scores and supplemental print materials.

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 preprofessional 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

The Academic Program

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 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

The Academic Program

University of Kansas, the following program is suggested:

Freshman

FALL SEMESTER	HRS.
Chemistry 121	4
Mathematics 199	4
English 100	4
American History/Western Civ.	<u>4</u>
	16

SPRING SEMESTER	HRS.
Chemistry 122	4
Mathematics 200	4
Communication 100	4
Graphics 105	2
P.E. Activities	<u>2</u>
	16

Sophomore

FALL SEMESTER	HRS.
Mathematics 201	4
Physics 213	5
Foreign Language	4
Religion 115, 116, or 117	<u>4</u>
	17

SPRING SEMESTER	HRS.
Physics 332 or 318	3
Physics 214	5
Foreign Language	4
Humanities	<u>4</u>
	16

Junior

FALL SEMESTER	HRS.
Physics 443	4
Physics 322-323	4
Social Science	4
Humanities	<u>4</u>
	16

SPRING SEMESTER	HRS.
Mathematics 202 or 281	4
Physics 316-317	4
Literature	4
Social Science	<u>4</u>
	16

Forestry and Environmental Management.

William Jewell College, in cooperation with the School of Environment of Duke University, offers a five-year coordinated program in for-

estry and environmental management (three years at William Jewell and two years at Duke University), leading to both the bachelor of arts and master of forestry or environmental management degrees. Applicants for this liberal arts-environment program should so indicate at the time of enrollment in college. Details of the program are available in the biology department.

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 Academic Program

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.

Chemistry—

Required: 122 (or 125), 206, 301-302, 306.

Recommended: 303.

Mathematics—

Required: 145 or higher

Recommended: 216, familiarity with computers.

Physics—

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

General Education Requirements:

English 100

Communication 100

2 hours of at least 2 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: 122 (or 125), 206, 301-302, 306.

Recommended: 303.

Biology—

Required: 132, 221, 244, and 410.

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

Mathematics—

Required: 145 or higher.

Recommended: 216, familiarity with computers.

Physics—

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

General Education Requirements:

English 100

Communication 100

2 hours of at least 2 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 premedical advisory committee. The number of years of premedical 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 premedical 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.

The Academic Program

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

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. Completion of the following leads to an A.B. degree with a psychology major from William Jewell and the B.S. degree with an occupational therapy major from Washington University. (The student may complete additional requirements at Washington University and obtain the master's degree instead of the bachelor's.)

*ENG 100	4 cr. hrs.
COM 100	4 cr. hrs.
REL 115, 116, or 117	4 cr. hrs.
P.E. Activities	2 cr. hrs.
Humanities: 12 hours in two areas, including literature course	12 cr. hrs.
Language: 12 hours in one foreign language (or equivalent)	12 cr. hrs.
*PSY 211, 303 & 306	12 cr. hrs.
*MAT 216	4 cr. hrs.
*BIO 132	4 cr. hrs.
*BIO 244	4 cr. hrs.
*CHE 121 + CHE Winterim	6 cr. hrs.
*PHY 103	4 cr. hrs.
*Sociology	4 cr. hrs.
*Political Science/Economics	4 cr. hrs.
Electives	14 cr. hrs.
Total hours at William Jewell	94 cr. hrs.
Completed at Washington University during first year (includes 18 hours accepted for PSY major)	34 cr. hrs.
Total hours completed	128 cr. hrs.

*Prerequisite courses: grade of C required.

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 30 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 business/language, 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 NORMALLY MEET EVERY YEAR UNLESS OTHERWISE INDICATED.

Art

Professor Johnson, chairman; Associate Professor Lueders.

Major: 36 hours (with grades of C or better); normally including ART 125, 225, 325, 250, 251, 203, 303, 312, 450. The art department offers a bachelor of arts degree. 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.

Art courses numbered 200 or above may be applied toward fulfillment of humanities requirements.

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. Fall 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. Spring semester.

250. Western Art History I.

4 cr. hrs.

Survey of prehistoric through Gothic art and architecture. Fall 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. Spring semester.

253, 353, 453, Special Topics in Art History.

1-4 cr. hrs.

Selected topics covering specific style(s), historical and/or geographical arena, purpose, iconography will be studied via the visual arts. These topics may include but are not limited to: (a) Ancient and Primitive Art, (b) Eastern and Oriental Art, (c) Medieval and Christian Art, (d) Renaissance and Baroque Art, (e) Modern Art (19th-20th century), (f) Contemporary Art (art after World War II), and (g) other topics to be announced. Prerequisite: Sophomore standing, or consent of instructor.

303. Sculptural Design.

4 cr. hrs.

Three-dimensional and sculptural design.

Prerequisites: ART 125, 203. Spring semester.

312. Printmaking Studio.

4 cr. hrs.

Basic techniques and experiments in monotypes, relief and silkscreen. Prerequisites: ART 125, 203. Fall 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.).

Covers proper exposure, development and printing of black and white negatives. Emphasis on design and composition.

149c. Weaving/Fibers.

149d. Ceramics.

149e. Calligraphy.

Learn three or more letter styles while acquiring skill with broad-nibbed pen. Creative use of color and design.

149f. Independent Study (Art Strands).

Use of prescribed lessons in a book (available in Bookstore) to encourage creative encounters with art concepts and materials. For non-art majors whose schedules deny access to art courses.

149k. Airbrush.

149l. Figure Drawing.

149n. Graphic Design/Computer Graphics.

Will cover several major computer software programs ranging from postscript drawing to page layout.

450. Senior Portfolio and Exhibit.

2 cr. hrs.

The "business" of art; preparation of slides, portfolio, resume and senior exhibition. Weekly consultation with seminar instructor and/or Gallery Director.

Biology

Professor Dilts, chairwoman; Associate Professor Newlon; Assistant Professors Gabrielson, 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 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 sociopolitical 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 the environment, William Jewell offers a three-two program with Duke University leading to a master of forestry degree or a master of environmental management.

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 121, 122 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 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, 334 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, 303 or 410

BIO 107, (General Biology) and BIO 105 (Environmental Science) are 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.

105. Environmental Science. 4 cr. hrs.

An examination of ecological principles and major environmental issues. The student will study topics such as overpopulation, resource depletion and pollution. Intended for non-science major students. This course includes

Biology

one lab period per week. Prerequisites: None. Spring semester.

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 intending to major in biology, nursing, or other pre-professional areas should enroll in BIO 131, 132. Fall semester. The course includes one lab period per week.

131. Organismal Biology. 4 cr. hrs.

A survey of the organisms found in the kingdoms of the biological world, their evolution and relationships to the environment. Fall semester. Required of all biology majors. 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. Spring 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. Spring semester. For 337, junior standing in biology. Fall semester.

210. Plant Biology. 4 cr. hrs.

A survey of photosynthetic protists and plants, including their morphology, physiology, ecology, systematics and economic importance. Lectures and one lab/week. Spring semester. Prerequisites: BIO 131, 132.

221. Microbiology. 5 cr. hrs.

Study of the structure, physiology, genetics, taxonomy and ecology of bacteria and viruses. Prerequisites: BIO 132 or equivalent; CHE 121

and 122 or equivalent. Fall 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. Fall semester, 1993-94. 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. Fall 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 122 or equivalent. Spring 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.

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. Fall Semester. Also listed as CHE 303.

324. Developmental Biology. 4 cr. hrs.

The study of patterns and mechanisms of vertebrate embryonic development. Prerequisites: BIO 131 and 132; CHE 121 and 122 or equivalent. Alternating years. Fall semester, 1995-96. The course includes one lab period per week.

Biology

325. Histology. 4 cr. hrs.

The study of the microscopic anatomy and function of vertebrate tissue and organs. Prerequisites: BIO 131 and 132; CHE 121 and 122 or equivalent. Alternating years. Fall semester, 1993-94. The course includes one lab period per week.

334. Biodiversity of Lower Plants. 4 cr. hrs.

An overview of the morphology, life histories, evolution and ecology of algae, fungi, liverworts, mosses and ferns. Lectures and one lab and or field trip/week. Spring semester. Prerequisites: BIO 131, 132.

346. Genetics. 4 cr. hrs.

Mendelian and molecular genetics. Prerequisite: 12 cr. hrs. of biology; CHE 122 or equivalent. Organic chemistry recommended. Open to juniors and seniors or by consent of instructor. Spring semester. The course includes one lab period per week.

355. Aquatic Ecology. 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. Fall semester, 1994-95. The course includes one lab period per week.

356. Terrestrial Ecology. 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. Spring 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, field 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 121 and 122 or the equivalent. Alternating years. Spring semester, 1993-94. The course includes one lab period per week.

407. Selected Topics in Biology 1 cr. hr.

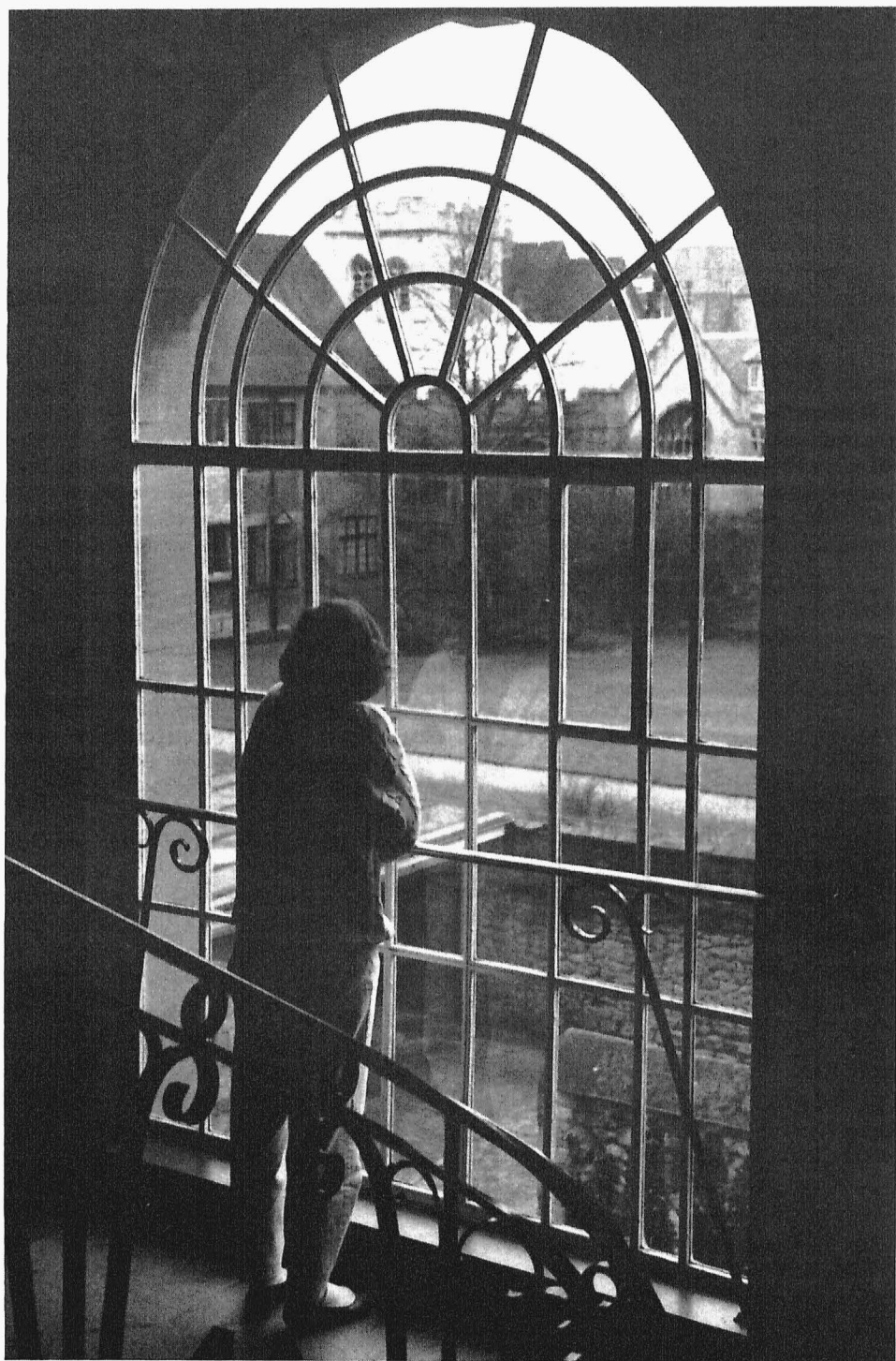
A seminar class that allows an in-depth study of topics selected from various fields in biology, e.g., human genetics, neurophysiology, animal behavior. Prerequisites: BIO 131, 132, and junior/senior standing. First and second semesters.

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 121, 122 or equivalent; organic chemistry strongly recommended. Alternating years. Fall semester, 1993-94. 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 121, 122, Organic Chemistry. Alternating years. Fall semester, 1994-95. The course includes one lab period per week.



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

A. Major and Dorothy Hull Professor of Business Communication Helsing, chairman; Boatwright Professor of Economics Cook; Professors Hawkins, Miller; Associate Professor Jacobsen; Assistant Professors Bell, K. Harris, Hoyt, Colapietro; Instructor Nickle.

The four major areas offered by the department of business administration and economics are accounting, economics, business administration, and international business/language. 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 spring 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.

The student graduating with a degree in business, economics, or accounting should be able to function both analytically and creatively in order to make effective business-related decisions that are informed by an understanding of appropriate technical skills and the broad economic and social forces at work in the larger community. In addition, he or she should be able to communicate effectively his or her decisions and logically support those decisions, both in oral and written methods of communication. With these abilities, the student should be prepared for the self discipline, adaptation to constant change, and the need for ongoing learning and development which will be significant elements in his or her life.

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 or 199. Requirements vary by state to qualify to take the C.P.A. examination. Indi-

vidual students are encouraged to develop a program which will meet these particular requirements. 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.

Only accounting courses of four or more hours may substitute for those accounting courses which are listed as four-hour courses.

211. Fundamentals of 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. Recommended background: CST 155 and MAT 145.

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 Financial Accounting I. 4 cr. hrs.

(ACC 311 is second in the sequence of courses for the accounting major—to be taken after ACC 211.)

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. Fall semester.

Business Adm. & Economics

312. Intermediate Financial 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. Spring semester.

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. Fall 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. Spring semester.

411. Advanced Financial Accounting.

4 cr. hrs.

Accounting for partnerships, international transactions and companies. Special emphasis on consolidations. Prerequisite: ACC 312 with grade of C or better. Fall 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. Spring 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 and BUS 318 with grade of C or better. Fall 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. Spring 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 (a minimum of 21 hours of 300/400 level courses). In addition, CST 155 or CST 120 and 130, and MAT 145 or 199 are required. Students must receive a grade of C or higher in each of these required courses. A satisfactory result on a comprehensive examination, the "Business Test" administered by the Educational Testing Service, 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,

Business Adm. & Economics

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 or 199 are required. Students must receive a grade of C or higher in each of these required courses. A satisfactory result on a comprehensive examination, the "Business Test" administered by the Educational Testing Service, 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 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. Fall semester.

232. Business Law II.

3 cr. hrs.

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

301. Human Resources Management.

3 cr. hrs.

An examination of the human resource function, focusing on the complete cycle of 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. (Students may not receive credit for both MAT 216 and BUS 318.)

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 the functional areas of business. Prerequisite: senior standing, preferably taken during last semester before graduation.

Business Adm. & Economics

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.

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 300 or 400 economics elective. Economics majors must also complete MAT 199 and BUS 318. Students must receive a grade of C or higher in each of these required courses.

A student may take economics as a primary major only in the 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.

100. Understanding Economic Problems. 4 cr. hrs.

This is an introductory course for students who do not intend to take any additional economic courses. The course teaches basic economic principles and analytical concepts and shows the students how these concepts can be used to analyze economic problems. This course will not fulfill any of the requirements for the Accounting, Business Administration or Economics majors.

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. 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.

Business Adm. & Economics

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 firms and 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.

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.

International Business and Language

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



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 122 or 125, 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, the health professions, or engineering will normally start the study of chemistry with either CHE 121 or 125. Many students' initial enrollment is in CHE 121, which assumes a minimal knowledge of chemistry. However, those with a strong background in chemistry and mathematics are encouraged to consider beginning with CHE 125. Students with a good record in high school chemistry who

plan 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 111 or 121. Spring semester.

111. Fundamentals of Chemistry. 4 cr. hrs.

An introduction for the non-science major to the basic principles of chemistry will be accomplished in this course. Topics will include scientific measurement, chemical nomenclature, atomic structure, chemical energy, stoichiometry, chemical bonding, solutions, acids & bases, buffers, and nuclear processes. The course includes one laboratory period per week and was designed for students who have little or no background in chemistry. This course is not intended as a prerequisite for other courses in chemistry. Fall semester.

121. 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. Because many of the same topics are addressed in CHE 111 and CHE 121, students may not receive credit for both

Chemistry

courses. Prerequisite: High school chemistry (or the equivalent) and two courses in algebra. Fall semester.

122. General Chemistry II. 4 cr. hrs.

This is a continuation of the introduction to chemistry which was begun in CHE 121. Typical topics include kinetics; equilibrium; acids, bases, and buffers; electrochemistry; nuclear chemistry; and organic chemistry. The course includes one laboratory period per week. Prerequisites: CHE 121 or permission of the instructor. Spring semester.

125. 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 topics from general chemistry in only one course. The semester begins with a very fast review of topics from CHE 121. A thorough study of topics from CHE 122 follows. The course includes two laboratory periods per week. Because of the duplication of material in CHE 122 and CHE 125, credit cannot be earned in both courses. Prerequisite: Permission of department. Fall 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 122 or 125. Spring 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, alk-

enes, alkynes, alcohols, ethers, aldehydes, and ketones. The course includes two laboratory periods per week. Prerequisite: CHE 122 or 125. Fall 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. Spring 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. Fall semester. Also listed as BIO 303.

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. Physics is strongly recommended. Spring semester.

401. Physical Chemistry I. 4 cr. hrs.

Physical chemistry involves the study of the structures, physical properties, and interactions of individual molecules and collections of molecules. This first course emphasizes ther-

Chemistry

modynamics, approached from both classical (experimental) and statistical (theoretical) points of view. The one laboratory period per week will not only involve traditional experiments, but it will also include activities in data analysis and literature assignments. Prerequisites: CHE 206 and MAT 200. (Physics is strongly recommended.) Fall 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 and 130 or higher. Spring 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. 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.

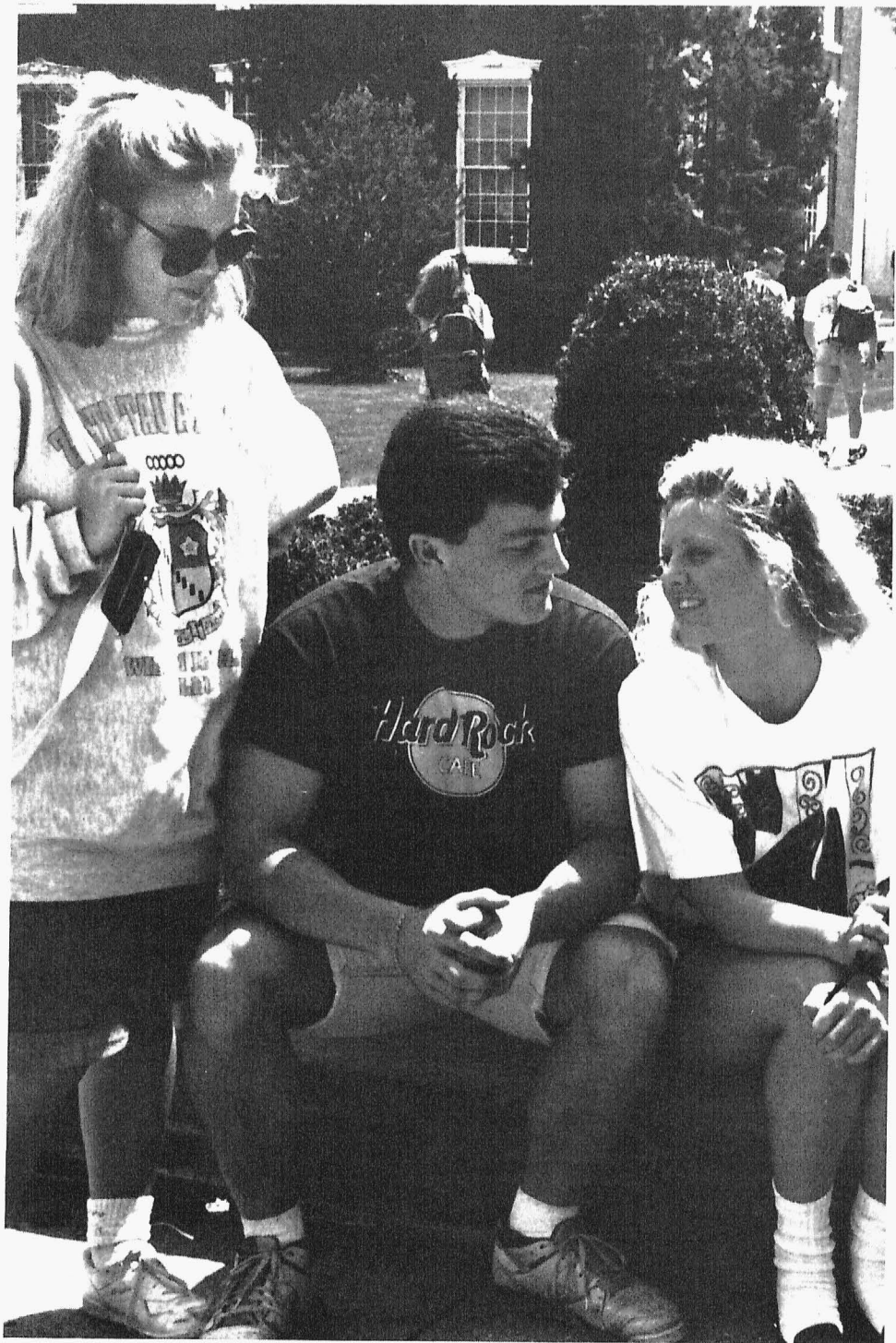
210, 310, 410. Introduction to Chemical Literature and Research.

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 the increased expectations for independence of the student and originality in the work.



College-Wide

95. Study and Learning Strategies. 1 cr. hr.

This course is designed to increase students' awareness of learning processes and to increase classroom learning effectiveness. Students will learn about various techniques in reading, test taking, time managing, note taking and studying. The students will be using their best techniques in current courses. Elective credit only.

96. Efficient Reading. 1 cr. hr.

A reading course designed for improving college-level reading rate, comprehension, and vocabulary. Emphasis will be on rate improvement; however, techniques will increase concentration and make textbook reading more effective. Elective credit only.

97. 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.

98. Career Explorations. 1 cr. hr.

A course designed to build confidence, insight and skills in career decision making, Career Explorations incorporates a high degree of self-assessment. Separate sections are offered according to classification. The freshman/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. Elective credit only.

200. Campus in England

Orientation. 0 cr. hrs.

Designed to help students prepare themselves for their study at Harlaxton College or Sawston Hall. Several class sessions give context for assigned reading and exams. Included will be academic advising; information on activities and life in England; 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 Sawston 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.

340W. Colloquium in the Teaching of Writing.

4 cr. hrs.

This course will explore the fundamental theories of teaching writing and techniques of peer-tutoring. Designed to provide training for members of the Writing Fellows program, the course is concerned with both the integrity of the theories and their practical applications in a tutoring situation. Prerequisite: Completion of ENG 100 or equivalent and selection into the Writing Fellows program.

Communication

Communication/ Public Relations

Professor Willett, chairman; Professors K. Harris, L.A. Harris; Assistant Professors Brown, Day, Lane; Instructor 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 the advisor's approval according to the area of concentration.

Communication major requirements:

PHI 231, Logic	4
COM 200, Voice & Articulation	2
COM 231, Debate	3
COM 230, Press	4
or COM 240,	
Telecommunications	4
COM 270, Basic Acting	4
or COM 271,	
Introduction to Theatre	4
or COM 310,	
Oral Interpretation	4
COM 300, Persuasion	4
COM 400, Senior Seminar	2
<hr/>	
23 hours	
3 Elective	
hours in	
Communication	
<hr/>	
26 hours	

College-wide 97, Library Research Techniques (one hour), is recommended for majors although this course will not apply toward the 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:

- A. The ability to communicate through writing and speaking;
- B. The ability to understand people;
- C. 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. College-Wide 97, 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	

Communication

The Ability to Understand Business

ECO 201, Microeconomics	3
or	
ACC 211, Financial Accounting	4
BUS 301, Human Resources 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, 405, 406)
 COMMUNICATION (200, 260, 280, 490)
 PSYCHOLOGY (214, 317, 319)
 SOCIOLOGY (351)

EVENING DIVISION

BUS 261, Sales Management
 BUS 262, Organization and Management of a Small Business
 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

Theatre Emphasis

The theatre emphasis is for students intent on pursuing work in academic, community, or professional theatre. It consists of thirty-seven hours numbered 200 or above as listed below in addition to Philosophy 231, Logic. A person taking a theatre emphasis should strive to select a wide range of coursework outside communication to fulfill general education requirements, for electives, and to develop a world view before going on to graduate work in Theatre Arts.

Requirements:

COM 200, Voice and Articulation	2
COM 221, Debate	3
COM 230, Press or COM 240, Telecommunications	4
COM 270, Basic Acting	4
COM 271, Introduction to Theatre	4
COM 300, Persuasion	4
COM 310, Oral Interpretation or COM 370, Advanced Acting	4*
COM 371, Technical Theatre	4
COM 400, Senior Seminar	2
COM 470, Directing	4
COM 479, Senior Theatre Performance	2
	<hr/>
	37 hours

in Communication

PHI 231, Logic	4
	<hr/>
	41 hours total

*Students are encouraged to take both Oral Interpretation and Advanced Acting. But if they choose to do so, they will need to take 125 hours to be graduated from William Jewell College. Students must keep an account of all communication courses they take above the 40 hours allowed in a specific subject area for any bachelor of arts major and add the hours involved to the 124 required for graduation so that they can be graduated when they expect to be.

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. Fall semester.

Communication

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. Spring semester, 1994.

270. Basic Acting. 4 cr. hrs.

Participation with class members in acting scenes and work in improvisational exercises. Basic acting technique will be taught. 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. Spring semester.

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. Fall 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. Spring semester, 1993.

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 business students, debaters, prelaw, 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. Students are discouraged from enrolling concurrently in COM 300 and COM 400. If students are repeating COM 300 it must be successfully completed before COM 400 is taken.

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.

Communication

sis. This course will fulfill the four-hour requirement for theatre. May be applied toward fulfillment of humanities requirement. Fall 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. Fall semester, 1993.

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. Spring semester, 1993.

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. Spring semester.

390-397. Communication Activities.

1/2-4 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 (1/2) credit hour is awarded for every four hours of activity per week, one (1) credit hour for eight hours of activity per week, etc.

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, prelaw students, and prospective forensics coaches. Offered on demand.

430. Advanced Journalism. 2 cr. hrs.

Study and writing of specialized newspaper forms.

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. Spring semester, 1994.

Communication

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 Bleakley, chairman; Professors Green, Moore, Stockton; 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:

Biology	7-12
Chemistry	7-12
*Early Childhood	Pre-K-3
Elementary	1-8
*English	7-9
English	7-12
*Health	7-12
Instrumental Music	K-12
Instrumental & Vocal Music	K-12
*Mathematics	7-9
Mathematics	7-12
*Physical Education	K-9
Physical Education	7-12
Physical Education	K-12
*Science	7-9
*Social Studies	7-9
Social Studies	7-12
*Speech and Theatre	7-9
Speech and Theatre	7-12
*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, social studies and speech-theatre. 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.

Formal admission to the Teacher Education Program is a strongly recommended 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.

Education

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 the Wednesday following Spring Break 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, cre-

ative 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"

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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 should 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. Fall 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 capabilities of children at different age levels. Spring 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.

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. First seven weeks.

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 microteaching and off-campus field placements. Prerequisite: EDU 310. Second seven weeks.

314. Methods of Teaching an Integrated Curriculum. 6 cr. hrs.

A course designed to integrate the methods of language arts, science and social studies in the elementary school through a thematic approach. Prerequisite: Acceptance into the elementary education program.

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. Spring 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. Fall semester, first seven weeks.

Education

329. Language Development. 2 cr. hrs.
A study of the development of language in the normal child. Spring semester, second 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. Fall 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. Offered on demand.

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. Spring 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.

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. Spring 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. Fall 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. Offered on demand.

365. Teaching of Physical Education for Elementary School Teachers. 4 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

Education

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 the Wednesday following Spring Break 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 the Wednesday following Spring Break in the academic year prior to enrollment for the course. Last eight weeks of either semester.

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.

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 philosophic 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. Fall 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. Spring 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. Spring 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. Spring semester. Also listed as MUS 462.

Education

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 spring 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 spring semester each year.

English

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

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 45 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, Japanese, Latin 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 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

English

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 fall 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 45.

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 spring 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 fall 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 practice 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 that of 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 fall 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 fall 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 fall 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. Offered even years fall semester.

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. Examples are the literature of Africa, the Caribbean, or India. It fulfills the literature requirement for graduation. Prerequisite: ENG 100. Offered spring 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 spring semester.

395. Critical Theory. 4 cr. hrs.
A study of the major modern schools of literary criticism and the methods by which they derive

English

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 spring 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 or permission of the instructor. Offered even years, fall 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 or permission of the instructor. Offered alternate years, fall 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 or permission of the instructor. Offered spring 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 fall 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 spring semester.

Foundations

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 spring 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. A student who withdraws from the program after completing only Foundations 115 will receive elective credit.

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, accommodating 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. 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. During the first part of the course, students explore philosophical ethics as a foundation for decision making. In part two, students examine and analyze current biomedical issues using ethical decision making models. 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. Fall semester. (Equivalent of 4 hrs. Social Sciences distribution.)

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

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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.

This synthesis course for the program 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 should be students 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. Interested students should contact the Foundations Program Coordinator prior to preregistration.

Since docents will be expected, as a matter of course, to work at a consistently high level, 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 fall 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

Oxbridge 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 at least 8 hours in American history and 8 hours in World History. Students must take at least 12 hours of history numbered 300 or above. **One** of the following courses may count toward the major: Art History 250 or 251, World Geography 304, Religion 244 or Political Science 211, 313, 314, 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. Fall semester.

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

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.

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.

228. Soviet Union. 4 cr. hrs.

This course examines the Soviet Union from its emergence through its dissolution. Emphasis on internal developments and relations with the rest of the world from 1917 to 1991. Fall semester, 1992.

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.

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.

305. The Rise of the City in the United States. 4 cr. hrs.

A detailed examination of United States history from colonial times to the present with heavy emphasis on the city as the locus and focus of the American experience. Special problems adherent to city building and urban life will be analyzed as will the city's continuing contributions to and dominance of American institutions and traditions.

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."

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

The course begins with the transformation of the Roman Empire into the Middle Ages, and ends with the transformation of medieval Europe into the Renaissance. Attention will be given to such topics as monasticism, the crusades, feudalism, manorialism, the rise of papal monarchy, church-state struggles, and Gothic and Romanesque art.

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.

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.

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.

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. Recommended background: HIS 101, 102 or 223.

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

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

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.

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

Humanities

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. Applies toward fulfillment of the Humanities group requirement for graduation.

Independent Study

200, 300, 400. Independent Study. 1-8 cr. hrs.

250, 350, 450. Independent Study. Group Project. 1-8 cr. hrs.

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. The major requires 12 hours of Japanese language courses at Seinan (or 4 or more hours at William Jewell and at least 6 Seinan hours earning Jewell credit) and 20 hours of other courses related to Japan. Only courses in which the grade is A, B, or C will apply toward the major. The student must fulfill all requirements for the B.A. degree.

Languages

Languages

Professor Henning, chairman; Professors A. Vera, C. Vera, Westlie; Assistant Professor Cadd.

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 toward graduation, equivalent to French, Spanish or German 111 and/or 112 (maximum credit allowance, 8 hours).

Students with more than one year of the same foreign language should not enroll in the beginning course (Language 111). Students with two years may enroll in 112. Those with three years should enroll in 212 or a course numbered 300 or above.

FRENCH OR SPANISH MAJORS

French majors must complete 24 hours of French courses numbered 300 or above.

Spanish majors must complete 24 hours of Spanish courses numbered 300 or above. The major must include at least 12 hours of literature courses and no more than 8 hours of advanced (300 level) language courses or 8 hours of civilization or culture courses.

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.

INTERNATIONAL BUSINESS AND LANGUAGE MAJOR

The International Business and Language Major is a specially designed program planned for students who are strongly interested in foreign languages and who plan a career in international business. It is not the same as two majors, one in Business, the other in French or Spanish,

but it includes features of both majors. It includes substantial study of the language, culture and literature of France or Spain, including the opportunity for study abroad; a solid core of business, economics and accounting courses, including opportunities for internships in international businesses; and courses in western civilization and political science.

Required courses:

Twenty hours of courses in French or Spanish numbered 300 or above, including at least 8 hours of literature and 4 hours of civilization courses. Some of these courses may be taken as part of a study abroad program.

Eighteen hours of Business courses, including BUS 201, 301, 305, 315, 318, and 451.

Nine hours of Economics courses, including ECO 201, 202, and 404.

Eight hours of Accounting courses, including ACC 211 and 221.

Twelve hours of courses in world history and political science, including POL 321 and 322. HIS 101 or 102 (Western Civilization) is recommended, as is POL 101 (Principles of Government and Politics).

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

For special cases only, primarily upperclassmen 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.

A complete introductory college course in French covering the skills of listening, speaking, reading and writing French. Students will have one class session four times a week and a lab session for an additional hour. Fall semester.

Languages

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

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

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. Fall and spring semesters.

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. Structured pronunciation practice and an introduction to French phonetics and the International Phonetic Alphabet. Prerequisite: FRE 211 or its equivalent. Spring semester.

323. Introduction to

French Literature.

4 cr. hrs.

An integrated introduction to French literature for students with no previous experience in the field. A detailed study of literature relating to important moments in French history; study and practice of techniques of literary analysis; review of selected grammar and sentence structure; and opportunities to speak French. Prerequisite: French 212 or equivalent. Fulfills humanities requirement for graduation. Fall semester.

324. French Novel of the

19th Century.

4 cr. hrs.

An integrated study of the French novel of the 19th century through selected, representative works; supporting study of the historical and cultural context of the 19th century; review of selected grammar and sentence structures; structured opportunities to speak French. Prerequisite: French 323. Fulfills humanities requirement for graduation. Fall semester, alternate years.

351. French Theatre of the

17th and 20th Centuries.

4 cr. hrs.

An integrated study of French theatrical literature of the 17th and 20th centuries through selected, representative works; supporting study of the historical and cultural context of the 17th century; review of selected grammar and sentence structures; structured opportunities to speak French. Prerequisite: any 300 level French course. Fall semester, alternate years.

352. French Poetry.

4 cr. hrs.

A detailed study of French poetry with special emphasis on Baudelaire and modern poetry, related to the civilization of the Second Empire and Third Republic; review of selected grammar and sentence structure; and opportunities to speak French. Prerequisite: any 300 level French course. Fall semester, alternate years.

354. French Novel of the

20th Century.

4 cr. hrs.

A detailed study of French novels in the twentieth century, with emphasis on their relation to the cultural and social effervescence in France before and following World War I; review of selected grammar and sentence structures; and opportunities to speak French. Prerequisite: any 300 level French course. Spring semester.

415. Synthesis of French Literature and Culture.

4 cr. hrs.

A broad-ranging study of literary texts not included in previous courses with a view to creating an understanding of movements and trends in literature in relation to historical and cultural developments, but with particular emphasis on the 18th century; supporting study of the historical and cultural context of the 18th century; preparation of a major paper designed to foster the development of an integrated view of French literature and culture over a wide spectrum. Prerequisite: 16 credit hours numbered 323 or above. Offered on an independent study basis as needed.

GERMAN

111. Elementary German, I.

4 cr. hrs.

Includes fundamental elements of listening, speaking, reading and writing German, as well as various cultural characteristics of German-speaking countries. The focus of the course is on using the grammar in communicative situations. Fall semester.

112. Elementary German, II.

4 cr. hrs.

Expands upon the objectives of German 111. Completes the introduction of basic German grammar and offers further possibilities of using the grammar in communicative contexts. Prerequisite: German 111 or equivalent. Spring semester.

Languages

211. Intermediate German, I. 4 cr. hrs.
Review and synthesis of grammar with expanded emphasis on communication. Further development of reading, writing, and oral skills, and a more detailed examination of the culture of German-speaking countries. Prerequisite: German 112 or equivalent. Spring semester.

212. Intermediate German, II. 4 cr. hrs.
Introduction to reading, discussing, and writing about various topics related to German society and culture. Includes common grammatical constructions present in representative selections. Prerequisite: German 211 or equivalent. Spring semester.

301. German Conversation and Composition, I. 4 cr. hrs.
Extensive practice in developing spoken and written skills. Focus is on texts assigned in class. Prerequisite: German 212 or equivalent. Fall semester.

302. German Conversation and Composition, II. 4 cr. hrs.
Continued practice in spoken and written German based on texts assigned in class. Prerequisite: German 301, or equivalent.

350. Topics in German Studies. 2-4 cr. hrs.
Intensive study of restricted topics in German language, literature and culture. May be repeated as topics vary. Prerequisite: German 212 and 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. Fall 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. Spring 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. Fall 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. Spring 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 exploration 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.

Languages

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.

A complete introductory course in college Japanese. Students learn to speak, read and write Japanese. Fall semester.

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

A continuation of JPN 111 with an increased emphasis on reading and writing Japanese. Spring semester.

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

Further practice in speaking and reading Japanese. Basic skills in writing Japanese are introduced. 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. Fall 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. Spring 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. Fall 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 department of languages. There is a non-refundable fee for this course. Spring semester.

411. Introduction to Japanese Literature, I.

4 cr. hrs.

Continued practice in written and spoken Japanese. Application of language skills to the 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. Fall 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. Spring semester. Fulfills humanities requirement for graduation.

Languages

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.

113. Elementary Ancient Greek, I. 4 cr. hrs.

Study of classical Greek grammar, vocabulary, and syntax, to enable students to read Greek literature of increasing difficulty. Fall semester, alternate years.

114. Elementary Ancient Greek, II. 4 cr. hrs.

Continued study of classical Greek grammar, vocabulary, and syntax, to enable students to read Greek literature of increasing difficulty. Prerequisite: Greek 113. Spring semester, alternate years.

213. New Testament Greek. 4 cr. hrs.

The vocabulary, inflection, syntax, and style of Koine Greek is studied as it appears in the literature of the New Testament. The student becomes familiar with the standard grammars, lexicons, dictionaries, commentaries, and other

resources to gain competency in reading and interpreting the New Testament. Selected portions of the New Testament exegeted. Fall semester, alternate years.

215. Intermediate Ancient Greek. 4 cr. hrs.

Extensive readings from works of one or more Greek authors, such as Xenophon or Plato, depending on student interests. Prerequisite: Greek 114 or equivalent. Spring 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. Fall semester.

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Mathematics-Computer Studies

Mathematics and Computer Studies

Professor Thoman, chairman; Associate Professors Buss, Eichhoefer, Mathis; Assistant Professor 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 155, 160, 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 on demand.

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. Prerequisite: fewer than three units of high school mathematics; or

elementary education majors. (May not count for mathematics major.)

145. College Algebra. 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 model building. Prerequisite: two years of high school algebra; 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. Prerequisite: high school mathematics through Algebra II. Spring 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. Fall 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. Spring semester.

201. Calculus III. 4 cr. hrs.
Sequences, series, solid analytic geometry and multivariate calculus. Prerequisite: MAT 200 or advanced placement. Fall 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. Spring semester, even 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. (Students may not receive credit for both BUS 318 and MAT 216.)

281. Applied Linear Algebra. 4 cr. hrs.
Development of the algebra and calculus of matrices, introductory theory of vector spaces

Mathematics-Computer Studies

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 eigenvalue problem. Prerequisite: MAT 199 or equivalent. Fall semester, odd 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. Spring semester, even 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. Spring semester, odd 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 toward 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. Spring semester, even 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. Fall semester, even 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.

Fall semester, odd 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

Facilities.

Student course work will be oriented around VAX VMS minicomputer with VMS POSIX, an Ethernet LAN, DOS 386 PX PCs and a UNIX Graphics workstation which are available in the department computer lab.

Professional Organizations.

Students are expected to participate in local chapters of one or more professional organizations including the ACM, DPMA, and VAX user groups and SIGS.

Transfer Credit.

Transfer credit may be applied toward major requirements upon departmental approval. This will be decided on a case by case basis and the department may require proficiency exams. A minimum of twelve hours' credit, including two CST courses, must be completed in the major at William Jewell College.

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

B.A. in Computer Science

Major: CST 160, 170, 225, 315, 320, 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.

Mathematics-Computer Studies

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 or 305.

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, microcomputer 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 both this course and 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. Prerequisite: CST 120 or equivalent. Spring 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. Spring semester.

160. Computer Science I. 4 cr. hrs.

Introduction to structured programming including program definition design and implementation. The course emphasizes algorithms, elementary data structures, and debugging techniques. Students are introduced to Borland PC and VAX VMS development environments. Fall 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. Spring 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. Fall 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. Fall 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. Spring semester.

315. Programming in C. 4 cr. hrs.

Introduction to the C programming language including functions, control, data structure, I/O, preprocessors and system calls. Course presup-

Mathematics-Computer Studies

poses familiarity with a high level structured language such as Pascal. Spring semester, alternate years.

320. Data Structures. 4 cr. hrs.

Thorough coverage of data structures utilizing objects in the definition, design, and implementation of abstract data types. Emphasis on software engineering methodology including abstraction, algorithm analysis, and correctness. Fall 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. Spring semester, odd years.

335. Numerical Analysis. 4 cr. hrs.

See course description for MAT 335.

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

Music

Professor D. Brown, chairman; Professors Emig, Epley, Posey, Riddle, Wilder; Assistant Professors H. Brown, Ma, Norris, Permenter, Schaefer, Witzke; Instructor Kruse.

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.

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 140a-b (either or both), 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. Fall 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. Fall semester.

101c. Introduction to Basic Musicianship: Keyboard Harmony I. (1 cr. hr.) Application

of theory to the keyboard: chord study, harmonization of melodies; transposition; modulation; scales and cadences; sight reading. Fall 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. Spring 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. Spring semester.

102c. Music Theory I: Keyboard Harmony II. (1 cr. hr.) Continuation of Keyboard Harmony I. Prerequisite: MUS 101c. Spring 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. Fall 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. Fall 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. Spring 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. Spring 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. Fall 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. Fall 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. Fall semester, 1993.

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. Fall semester, 1992.

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. Spring semester, 1993.

HISTORY AND APPRECIATION

140 A & B. Music Appreciation. 4 cr. hrs.

Open to 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.

MUS 140A: Music of Western Cultures, open to non-majors only

MUS 140B: Music of Eastern Cultures, open to all students

Music

341. History of Western Music. 3 cr. hrs.
A survey of music of Western Civilization through the Baroque Era. Approval of instructor. Fall semester.

342. History of Western Music. 3 cr. hrs.
Begins approximately 1720 and continues through the Contemporary period. Approval of instructor. Spring 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 210) during the opening weeks of the fall semester as specified below.

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)

210. Voice Diction Lab. 0 cr. hrs.
A series of voice diction labs taken for five weeks each fall. All voice students will take Section A, "Singer's Diction," usually during the fall of voice study. The other sections, "Italian Diction," "German Diction," and "French Diction," are required for voice principals and available for all other applied students and can be taken in any sequence. Fall semester.

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.

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. Spring 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. Fall 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. Spring semester, first seven weeks. 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. Fall semester. 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. Spring 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. Fall semester, 1992. 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. Fall 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. Spring 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. Spring semester, 1993.

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. Spring semester, 1994.

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. Fall semester, 1992.

371. Service Playing.

2 cr. hrs.

Survey of keyboard literature for organ (including MIDI), piano and synthesizer. Accompanying, sightreading, and modulation as applied to the worship service. Spring semester, 1993.

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

Music

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 Orchestra.
- 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 600-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 positions 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. Spring semester, 1994.

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. Fall 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. Fall semester, 1992.

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. Fall semester, 1993.

379. Guitar Pedagogy. 1-2 cr. hrs.
A study of principles of teaching class and private guitar. Analysis of current methods, repertoire and historical survey. Practical application through observation and supervised teaching. Prerequisites: Guitar Class III or instructor's consent. Offered as needed.



Nursing

Nursing

Professor Johnson, chairwoman; Professors Edwards, Kersten; Assistant Professors Fetsch, 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 1984). 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

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 either spring or summer admission, the completed application must be filed with the department by Oct. 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 prerequisites 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

Chemistry requirements for students enrolled at William Jewell College are fulfilled by any of the following combinations:

Chemistry 111 & Winterim Chemistry
Chemistry 121 & 122
Chemistry 125

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 or equivalents must have been completed prior to beginning NUR 330:

Biology 221 - Microbiology
Biology 243 - Anatomy
Biology 244 - Physiology

Nursing

Nursing 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. Fall semester. 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. For all majors.

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 of the department of nursing, a brief history of nursing, roles of the professional nurse, study/test-taking skills, and problem solving/decision making. Fall 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 practicum/laboratory per week. Prerequisite: see admission criteria. Spring and summer semesters.

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.

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: Chemistry course.

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 biological, personal, and social 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 hours clinical practicum/laboratory per week. Prerequisite: NUR 250. Corequisite: NUR 340, 342. Fall 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.

Nursing

342. Nursing Assessment. 1 cr. hr.
Nursing assessment includes didactic and laboratory experiences with interviewing, nursing history taking, physical examination techniques and a final head-to-toe physical examination practicum. Prerequisite: NUR 250. Fall semester.

350. Adult Health Nursing. 8 cr. hrs.
This course is 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/laboratory per week. Prerequisite: NUR 250, 330, 340, 342. Spring semester.

352. Pharmacology. 4 cr. hrs.
This required course is an in-depth study of major drug classifications 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. Spring 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, 352. Fall semester.

422. Special Topics in Nursing. 2 cr. hrs.
This course is designed to provide an in-depth discussion of selected nursing topics which are critical to the delivery of comprehensive care. Focus is on student presentations and discussions of selected topics. Prerequisite: NUR 250, 330, 340, 342, 350, 352. Fall 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, 352, 420, 422, 432, 434. Spring semester.

432. Mental Health Nursing. 4 cr. hrs.
This course is designed to assist the senior nursing student in understanding the psychodynamics of maladaptive behavior and implementing

the nursing process with clients exhibiting disturbances in behavior. 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, 342, 350, 352; PSY 303. Fall semester.

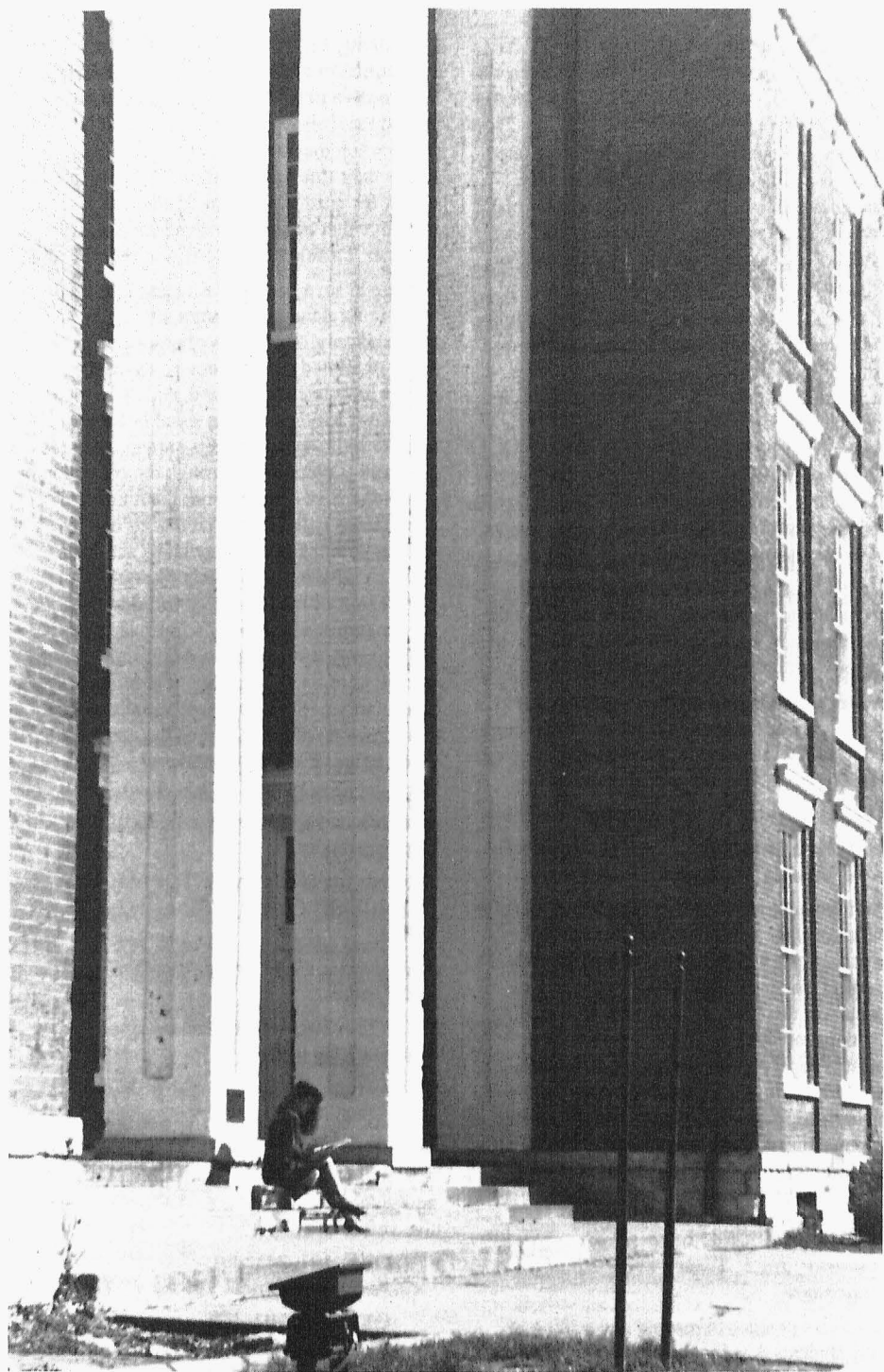
434. Advanced Adult Health Nursing. 4 cr. hrs.
This course offers in-depth study and experience in advanced adult health nursing. The focus is on applying the nursing process to individuals and families with complex health care problems in a critical care setting. Four hours of lecture and 12 hours of clinical experience in specialty areas. Prerequisite: NUR 250/251, 330, 340, 342, 350, 352. Fall semester.

440. Nursing in Great Britain. 1 cr. hr.
This course is required for senior nursing students who study in England spring 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. Fall 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 250/251, 330, 340, 342, 350, 352, 420, 422, 432, 434. Spring 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. The course is designed to assist the student in refining the roles and responsibilities of the leader and manager in the provision of nursing care. Four hours of lecture and 16 hours of clinical experience for seven weeks in an episodic setting. Prerequisite: NUR 250/251, 330, 340, 342, 350, 352, 420, 422, 432, 434. Spring semester.

260, 360, 460. Independent Study in Nursing. 1-6 cr. hrs.



Oxbridge

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. Oxbridge courses 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.

Instructor: Kenneth Chatlos, Oxbridge Professor of History

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.

Instructor: Jim E. Tanner, Professor of Literature

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, Professor of French, Coordinator of the major.

OXE. 100, 200, 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. 101, 201, 401. Autobiographical Voice. 4 (2) cr. hrs.

OXE. 102, 202, 402. Fictional Voice. 4 (2) cr. hrs.

OXE. 106, 206.

Poetry: Analysis and Critical Interpretation.

4 cr. hrs.

Instructor: Ann Marie Shannon, Professor of English

A seminar/discussion course designed to help students interested in the Oxbridge English Language and Literature major develop the vocabulary and skills needed for analysis of poetry and to introduce them to some important critical approaches to literature. It is a corequisite of the first OXE tutorial course taken by a student exploring or entering the Oxbridge ELL major. Prerequisites: successful completion of OXA 100 and 150, concurrent enrollment in an OXE tutorial course.

OXE. 110, 210, 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. 111, 211, 411. Realist

Modes.

4 (2) cr. hrs.

OXE. 112, 212, 412. Naturalist

and Modern Modes.

4 (2) cr. hrs.

OXE. 120, 220, 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. 121, 221, 421. Tragedy:

The Dramatic Form.

4 (2) cr. hrs.

OXE. 122, 222, 422. Tragedy:

Perspectives Through

Drama.

4 (2) cr. hrs.

OXE. 130, 230, 430. Medieval and Renaissance English and Continental Literature.

8 (4) cr. hrs.

Tutor: John Westlie, 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. 131, 231, 431. Chaucer and the French Tradition.

4 (2) cr. hrs.

OXE. 132, 232, 432.

Elizabethan Poetry and Italian Literature.

4 (2) cr. hrs.

OXE. 240, 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, 441. Issues of Form.

4 (2) cr. hrs.

Crucial areas of formal experimentation in contemporary international fiction.

OXE. 242, 442. Issues of Content.

4 (2) cr. hrs.

The intense international debate over what fiction has to say about man and society.

OXE. 250, 450: Critical Theory.

Tutor: Michael Williams, Associate Professor of English

OXE. 251, 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

Oxbridge

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. 260, 460: Medieval Devotional Literature. 4 (2) cr. hrs.

Tutor: Patricia Deery Kurtz, Adjunct Instructor in English

Medieval devotional literature from the Old English "Dream of the Rood" to the late Middle English morality play *Everyman*. Analysis of devotional poetry, prose, and drama in terms of subjects, themes, images, and purpose; emphasis on English literature, but some consideration of works by continental writers; comparison and contrast of various types of piety; discussion of the social framework; some sessions devoted to the study of palaeography.

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, Oxbridge Professor of History, Coordinator of the major.

OXH. 110, 210, 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, 411. U.S. in the Pre-Civil War Crisis — Government, Politics, Economics. 4 (2) cr. hrs.

OXH. 112, 212, 412. Society, Culture, Thought—Early National & Middle Periods. 4 (2) cr. hrs.

OXH. 220, 420. Political Leadership in Spanish America. 8 (4) cr. hrs.

Tutor: Antonio Vera, 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, 421. Spanish-American History. 4 (2) cr. hrs.

OXH. 222, 422. Stability and Leadership in Spanish America. 4 (2) cr. hrs.

OXH. 230, 430. Renaissance and Reformation Thought. 8 (4) cr. hrs.

Tutor: Kenneth Chatlos, Oxbridge 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, 431. Renaissance Thought. 4 (2) cr. hrs.

OXH. 232, 432. Reformation Thought. 4 (2) cr. hrs.

OXH. 240, 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, 450.

Hitler's Europe.

4 (2) cr. hrs.

Tutor: Kenneth Chatlos, Oxbridge 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. 155, 255, 455:

The Soviet Union.

4 (2) cr. hrs.

Tutor: Kenneth Chatlos, Oxbridge Professor of History

A consideration of major problems faced in the Soviet Union from 1917 to 1990. Attention will be given to issues of continuity and change in the exercise of power by Soviet leaders within soviet institutions. Special consideration given to totalitarianism.

OXH. 160, 260, 460. Politics and Society in Eighteenth-Century Britain.

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 regard to these crucial topics in British history.

OXH. 165, 265, 465. The Old Regime and Revolutionary France, 1770-1815.

4 (2) cr. hrs.

Tutor: Elaine A. Reynolds, Assistant Professor of History

This course looks at the basic political, social, economic and cultural institutions of France and how they helped give rise to and were changed by the French Revolution. The Revolution is one of the pivotal events in the development of modern European politics, society, and thought. Topics examined include the origins of the Revolution, the impact of liberal thought on the course of the Revolution, the Reign of Terror,

counter-revolution, Napoleon and his empire, and the historiography of the Revolution. Readings are in English but there are plenty of opportunities for those with superior French reading skills to make use of them.

OXH. 270, 470. The Spanish Civil War.

4 (2) cr. hrs.

Tutor: Antonio Vera, Professor of Modern Languages

A study of the political, economic, social, 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. 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, Oxbridge 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.*

Oxbridge

OXI. 110, 210, 410. Moral

Philosophy. 8 (4) cr. hrs.

Tutor: Robert S. Trotter, Professor of Philosophy; Gerald W. Eichhoefer, Associate Professor of Computer Studies and 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, 411.

Moral Theory. 4 (2) cr. hrs.

OXI. 112, 212, 412.

Moral Issues. 4 (2) cr. hrs.

OXI. 120, 220, 420. Economic

Thought. 8 (4) cr. hrs.

Tutor: Michael Cook, Boatwright Professor of Economics; Lowell Jacobsen, Associate Professor of Economics

The tutorial examines concepts developed by important economic writers.

OXI. 121, 221, 421. Classical

Political Economy. 4 (2) cr. hrs.

OXI. 122, 222, 422. Modern

Economic Thought. 4 (2) cr. hrs.

OXI. 230, 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, 431. The Industrial Revolution through the Great

Depression. 4 (2) cr. hrs.

OXI. 232, 432. World War II

to the Present. 4 (2) cr. hrs.

OXI. 240, 440. Foundations of Modern Social Theory.

4 (2) cr. hrs.

Tutor: Anton K. Jacobs, Assistant Professor of Sociology

Definition of sociology in relation to institutions and policy. Close examination of four of the most important thinkers in the development of modern social thought: Comte, Marx, Durkheim, and Weber. Application of their thought to social analysis of a novel about the modern world.

OXI. 150, 250, 450.

The Modern Presidency. 4 (2) cr. hrs.

Tutor: Staff

This tutorial examines the modern presidency with a focus on the institutions created after the second World War, decision making theory, and the influence of the White House staff. Specific policy decisions are evaluated as they relate to more abstract theoretical constructs.

OXI. 260, 460. History of

American Law. 4 (2) cr. hrs.

Tutor: Kimberly H. Harris, Assistant Professor of Business Administration

A survey of the history of law in America from settlement to today, focusing on its development in the context of the society it was meant to serve.

OXI. 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, Associate 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, 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, 401. Common Practice Harmony: Diatonic and Chromatic Practices. 4 (2) cr. hrs.

OXM. 102, 202, 402. Beyond Common Practice Harmony: Contrapuntal and 20th-Century Practices. 4 (2) cr. hrs.

OXM. 220, 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, 421. The Study of Western Music of the Renaissance and Baroque Eras. 4 (2) cr. hrs.

OXM. 222, 422. The Study of Western Music of the Classic, Romantic and 20th Century Periods. 4 (2) cr. hrs.

OXM. 230, 430. Instrumental Conducting In Theory and Practice. 8 (4) cr. hrs.

Tutor: Philip 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, 431. Basic Instrumental Conducting. 4 (2) cr. hrs.

OXM. 232, 432. Basic Instrumental Conducting in Practice. 4 (2) cr. hrs.

OXM. 240, 440. Symphonic Literature. 4 (2) cr. hrs.

Tutor: Philip 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. 250, 450. Choral Conducting. 4 (2) cr. hrs.

Tutor: Arnold Epley, Professor of Music

A tutorial based upon the acquisition of choral conducting skill and techniques, including gesture; vocal and choral tone; diction; rehearsal procedures; score study; and performance practice. Rehearsal and performance opportunities with campus ensembles are included.

OXM. 260, 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. 270, 470. Musical Composition. 4 (2) cr. hrs.

Tutor: Sandra Emig, Professor of Music

This tutorial is designed to offer students in the Oxbridge Music program structured and supervised opportunity for the composition and arrangement of significant musical works.

OXM. 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.

Oxbridge

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.

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, 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-eighteenth-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, 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, espe-

cially 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, 421. Faith and Doubt. 4 (2) cr. hrs.

OXR. 222, 422. Faith, Suffering, and the Nature of God. 4 (2) cr. hrs.

OXR. 230, 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, 431. Jesus to Paul. 4 (2) cr. hrs.

OXR. 232, 432. Paul to John. 4 (2) cr. hrs.

OXR. 240, 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, 441. Reading the Old Testament Law. 4 (2) cr. hrs.

OXR. 242, 442. Reading the Old Testament Prophets. 4 (2) cr. hrs.

OXR. 250, 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, 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, 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. 260, 460. The Church Fathers. 4 (2) cr. hrs.

Tutor: J. Bradley Chance, Associate Professor of Religion

An investigation of the major figures and issues which shaped Christianity from the second through the fifth centuries. Issues such as the interpretation of Scripture, the fights against heresy, and the establishment of Catholic identity and doctrine will be examined.

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, 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, 411.

The Differential Calculus. 4 (2) cr. hrs

OXS. 112, 212, 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.

Oxbridge

OXS. 240, 440. History of Science: Molecular Biology. 4 (2) cr. hrs.

Tutor: Burdette L. Wagenknecht, Professor Emeritus 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.

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. 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, distinction, 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

Philosophy

Sherwood Professor of Philosophy Trotter, chairman; Professor David; Associate Professor Eichhoefer; Assistant Professor Morris

THE W.D. JOHNSON DEPARTMENT OF PHILOSOPHY

All philosophy majors are required to take 201, 202 and 231 or 331. 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. Fall 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. Spring 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 of Love. Instructor approval required.

313. Classical and Medieval Political

Thought.

4 cr. hrs.

See course description for POL 313.

314. Modern Political Thought.

4 cr. hrs.

See course description for POL 314.

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; Professor Nadler, Academic Coordinator; Assistant Professors Carter, Deremer, Flook, Hamilton, Holley, Macke; Instructors Brown, Kramer.

GENERAL EDUCATION REQUIREMENTS

Two hours of physical education activity are required of all students for graduation. Students fulfill this requirement by selecting two to four of the lifetime activities listed below. (Students who entered under a previous catalog may count PED 100 or PED 101 for one of the two required activity hours.) Four hours of activity may be counted within the 124 hours required toward a degree. The Physical Education Department encourages all students to involve themselves in aerobic activity at least three times per week. The asterisk denotes which course offerings provide an aerobic workout. The department challenges every student who cannot swim to conquer any fear of the water and to learn skills which could potentially save his life by enrolling in non-swimmer swimming or beginning swimming.

PED 104 Archery	.5
PED 105 Badminton	.5
PED 107 Bowling	.5
PED 109 Fencing	.5
PED 110 Golf	1.0
PED 112 Racquetball	.5
PED 115 Karate	1.0
PED 116 Ballroom Dance	1.0#
PED 120 Super Circuit*	1.0
PED 121 +Recreational Water Games	.5
PED 122 Volleyball	.5
PED 124 Fly tying and Fishing	.5
PED 126 Swimming	1.0
PED 127 +Scuba Diving	1.0
PED 128 Tennis	1.0
PED 129 +Lifeguard Training	1.0
PED 130 Water Aerobics*	.5
PED 132 Tumbling	1.0
PED 133 Strength and Conditioning	1.0
PED 134 Horseback Riding	.5
PED 136 Jogging*	.5
PED 137 Recreational Sports	.5
PED 138 Rhythmic Aerobics*	.5

PED 139 +Water Safety Instructor@	1.0
PED 140 Special Activities:	
+Lap Swimming*	.5
Walking Off Weight*	.5
Roller Skating	1.0
+Water Skiing	.5
+Sailing	.5
Country Line Dance	.5#
Bicycling*	.5
Huntseat	.5
Country Partners	.5#
Camping	.5
Snow Skiing	.5
Rappelling	.5
Group & Party Activities	.5
Nonswimmer Swimming	.5
+Kayaking	.5
+Diving	.5
Walleyball	.5

Some of the above courses require a special fee.

+Prerequisite: Must be able to swim a minimum of 25 meters.

@Requires concurrent enrollment in PED 339.

#Eight hours of sport and dance skill development are required for Missouri teaching certification in physical education.

All courses within the physical education Lifetime Activities Curriculum will be taught on a pass-fail basis. Courses will be adapted to meet special needs. The same activity may not be repeated for credit toward a degree but students may repeat courses on a zero credit basis.

PHYSICAL EDUCATION MAJOR

Students interested in majoring in physical education may select from the following areas of emphasis.

Major with 7-12 teaching emphasis. BS or BA 30 hrs.

PED 155, 300, 360, 380, 384, 385, 392, 460;
OPTIONS: PED 226, or 227 or two hours from 339, 394-399;
PED 270 or 280;
PED 391 or 393;

Eight hours of activity courses with tumbling, dance and aquatics required. See also *Student Handbook for Teacher Certification*.

Physical Education

Major with K-12 teaching emphasis. BS or BA
40 hrs.

PED 155, 250, 300, 360, 365, 375, 380, 384,
385, 392, 460;

OPTIONS: PED 226, or two hours from
339, 394-399;

PED 227 or two hours from 339, 394-399;

PED 270 or 280;

PED 391 or 393;

Eight hours of activity courses with tumbling,
dance and aquatics required. See also *Student
Handbook for Teacher Certification*.

*Major with sports medicine
emphasis. BS 54 hrs.

PED 155, 280, 380, 384, 400;

8 hours of activity courses with tumbling, dance
and aquatics required; plus the 36 course hours
and 1500 clinical hours specified under
Complementary Programs/Sports Medicine.

*Major with recreation/sport
emphasis. BS 54 hrs.

PED 155, 226, 227, 250, 280, 290, 300, 360,
375, 380, 385, 390, 391, 392, 393, 400,
490;

Eight hours of electives from 339, 394-399 with
339 recommended; 8 hours of activity courses
with tumbling, dance and aquatics required.

Recommended electives from business, art,
music, theater, sociology and languages.

Major with recreation/sport
emphasis. BA 40 hrs.

PED 155, 250, 280, 290, 360, 375, 380, 385,
390, 391, 393, 400, 490;

Two hours of electives from 339, 394-399 with
339 recommended; 8 hours of activity courses
with tumbling, dance and aquatics required.

Recommended electives from: business, art,
theatre and sociology.

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

Teacher Certification Programs

The following Missouri teacher certifications
are available.

Initial Certifications:

Physical Education 7-12

Physical Education K-12

Extended Certifications:

Physical Education K-9

Physical Education 7-12

Health 7-12

Refer to the *Student Handbook for Teacher
Certification* available in the department of
education office for specific requirements.

COMPLEMENTARY PROGRAMS

A. Sports Medicine emphasis.

Students of any major may prepare for certifica-
tion in athletic training through the completion
of the following courses and by accumulating
1500 hours of clinical experience under the
supervision of the head athletic trainer. The
clinical hours must be completed in not less
than two years nor more than five years. Certifi-
cation is through the National Athletic Trainer's
Association and requires passing the NATA
certification exam. Certified athletic trainers
find positions in high schools, colleges, profes-
sional sports organizations, and private sports
medicine centers. Many sports medicine stu-
dents also go on to physical therapy school,
medical school or other professional programs.

Required: 36 hrs.

BIO 132, 243, 244;

CHEM 121 (or CHEM 111)

CHEM 122 (or Chemistry Winterim)

(Students with two years of high school
chemistry may take CHEM 125 to satisfy
requirement);

PED 250, 300, 360, 361, 385, 392;

PED 159, 259, 359, 459.

B. Coaching emphasis.

This program was designed for individuals who
are majoring and seeking teacher certification in
fields other than physical education. The pur-
poses are to make these individuals more mar-
ketable and to improve the quality of coaching
at the junior high and junior varsity levels.

Physical Education

Required: PED 280 plus a minimum of two hours from PED 394-399.

Strongly recommended: PED 360, PED 440.

C. PED 99 Intercollegiate Athletics. 1 cr. hr.

Study of the principles and practices that affect participation of athletes in collegiate sports. Emphasis is given to drug education, ethics and sportsmanship, time management and study skills, eligibility rules and regulations, and relaxation techniques. Prerequisite: must be a varsity athlete.

REQUIRED of all varsity athletes during or prior to their first semester of competition at William Jewell College. Designed to help college athletes keep sports in the proper perspective. This course will apply toward elective credit.

MAJOR COURSES

155. Introduction to Health, Physical Education, Recreation and Sport 2 cr. hrs.

A general orientation for students planning to major in physical education. Specific emphasis is given to career options. Fall semester.

159. Clinical Experience in Athletic Training I. 1 cr. hr.

An introductory practicum in athletic training using a self-paced modular approach. For athletic training interns only. Fall semester.

226. Team Sports I. 2 cr. hrs.

Rules and techniques of officiating football, volleyball, soccer, and wrestling. Includes officiating experience. Fall semester.

227. Team Sports II. 2 cr. hrs.

Rules and techniques of officiating basketball, track/field/cross country, baseball and softball. Includes officiating experience. Spring semester.

250. Health Science. 2 cr. hrs.

A study of personal and community health which challenges students to consider health information from physical, emotional, social, intellectual, and spiritual dimensions and helps them master the important development tasks which confront them. Spring semester.

259. Clinical Experience in Athletic Training II. 1 cr. hr.

An intermediate level practicum in athletic training using a self-paced modular approach. Designed for athletic training interns only. Fall semester.

270. Sociology for Sport and Leisure. 2 cr. hrs.

See course description for SOC 270. Offered as needed.

280. Sport Science. 2 cr. hrs.

Introduces students to information from the fields of sport psychology, sport sociology, sport pedagogy, sport philosophy, sport physiology, and sport management. Successful completion of the course leads to ACEP certification. Spring semester.

290. Field Experience in Recreation/ Sport 2 cr. hrs.

Provides practical experience at selected recreation agencies. Students will be supervised by department staff and agency director(s). Majors only. Offered each semester.

300. Physiology of Exercise. 2 cr. hrs.

A study of systemic functions in the human body under the stress of physical activity. Recommended prerequisites: BIO 132 and BIO 244. Fall semester.

339. Analysis of Teaching Swimming. 2 cr. hrs.

American National Red Cross Water Safety Instructor Course. Requires concurrent enrollment in PED 139. Certification requires meeting all current Red Cross standards. Course credit is independent of Red Cross certification. Spring semester.

350. Methods and Materials of Health Education. 2 cr. hrs.

A study of the various instructional strategies, methods, techniques, and approaches to teaching health in the public schools. Prerequisite: PED 250. Offered as needed.

359. Clinical Experience in Athletic Training III. 1 cr. hr.

An advanced level practicum in athletic training using a self-paced modular approach. For athletic training interns only. Fall semester.

Physical Education

360. Prevention and Treatment of Athletic Injuries. 2 cr. hrs.

Prevention, treatment, and rehabilitation of common injuries sustained in athletics. Fall semester.

361. Advanced Athletic Training. 2 cr. hrs.
Intended for those pursuing athletic trainer certification. Includes an in-depth study into mechanisms, treatment, therapeutic modalities, and therapeutic exercise. Prerequisites: PED 300, 360, and 392. Spring semester.

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 experiences. Open to teachers or prospective teachers of elementary schools, or those interested in physical education programs for children. Also listed as EDU 365. Fall semester.

375. Human Motor Development. 2 cr. hrs.
A study of changes in motor behavior over the lifespan, the processes underlying these changes, and the factors affecting them. Topics include cognitive, social, and perceptual-motor development. Spring semester.

380. History and Philosophy of Health, Physical Education, Recreation, and Sport. 2 cr. hrs.

A study of the social forces, conditions, movements, and philosophies that have come out of the past to shape contemporary health, physical education, recreation, and sport. Fall semester. Majors only.

384. Tests and Measurements in Health, Physical Education, Recreation, and Sport. 2 cr. hrs.

A study of knowledge tests, skill tests, fitness tests, and other evaluative instruments used by physical educators in research teaching. Recommended Prerequisite: MAT 216. Fall semester.

385. Adaptive Physical Education. 2 cr. hrs.
Designed to prepare the physical educator to select and conduct physical education activities which will meet the needs of special populations. Attention will be given to writing Individualized Educational Programs using adapted,

corrective, and developmental instructional techniques. Spring semester.

390. Facilities and Equipment in Health, Physical Education, Recreation, and Sport. 2 cr. hrs.

Planning principles and guidelines for the design, construction, and equipping of educational, recreational, and sport facilities. Fall semester, odd years.

391. Analysis of Lifetime Activities I. 2 cr. hrs.

Techniques and strategies for teaching archery, bowling, fitness, and weight training. Fall semester.

392. Kinesiology. 2 cr. hrs.
A study of the anatomical and mechanical bases for movement. Recommended prerequisites: PHY 103, BIO 243. Spring semester.

393. Analysis of Lifetime Activities II. 2 cr. hrs.

Techniques and strategies for teaching racket sports and activities. Spring semester.

394. Analysis of Coaching Drill Teams and Cheerleaders. 2 cr. hrs.

Fundamentals and techniques of teaching the gymnastic and rhythmic activities associated with cheerleading and drill teams. Fall semester, even years.

395. Analysis of Coaching Football. 2 cr. hrs.
Techniques of conditioning, methods of motivation, and strategies of coaching varsity football. Spring semester, even years.

396. Analysis of Coaching Basketball. 2 cr. hrs.

Techniques of conditioning, methods of motivation, and strategies of coaching varsity basketball. Spring semester, odd years.

397. Analysis of Coaching Baseball and Softball. 2 cr. hrs.

Techniques of conditioning, methods of motivation, and strategies of coaching varsity baseball and softball. Fall semester, even years.

398. Analysis of Coaching Track and Field. 2 cr. hrs.

Techniques of conditioning, methods of motivation, and strategies of coaching varsity track and field. Spring semester, odd years.

Physical Education

399. Analysis of Coaching Volleyball.

2 cr. hrs.

Techniques of conditioning, methods of motivation, and strategies of coaching volleyball.

Prerequisite: PED 122 (may take concurrently) or varsity volleyball experience. Fall semester, odd years.

400. Organization and Administration of Health, Physical Education, Recreation, and Sport.

2 cr. hrs.

Covers leadership styles and skills, procurement and management of resources, and coordination of the diverse efforts needed to achieve stated goals. Spring semester, even years.

440. Internship in Coaching.

2 cr. hrs.

Provides the opportunity to gain coaching and sport administration experience. Course may be repeated with a different sport assignment. Offered each semester.

459. Clinical Experience in Athletic Training IV.

1 cr. hr.

An advanced level practicum in athletic training using a self-paced modular approach. The course is for athletic training interns only. Fall semester.

460. Methods of Teaching Physical Education.

2 cr. hrs.

Covers curriculum design, class organization and management, teaching techniques, and current issues and trends in physical education. Also listed as EDU 460. Fall semester. First seven weeks.

490. Internship in Recreation/Sport.

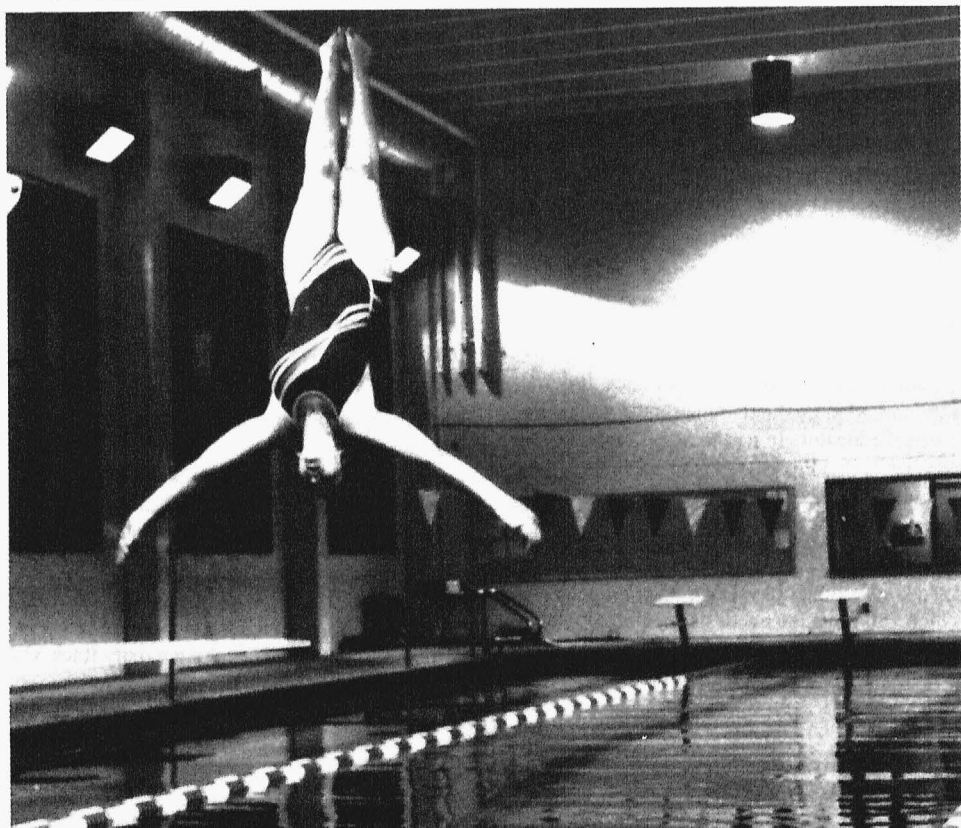
6 cr. hrs.

Opportunity to observe, participate, lead and learn in a variety of recreation/sport settings and with a variety of populations. Majors only. Offered each semester.

499. Independent Study in Physical Education.

1-6 cr. hrs.

Designed to provide a major the opportunity to pursue a topic of special interest which is not part of the regular course offerings. Not applicable to activity courses. Requires approval of department chair. May be repeated. Available each semester.



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. Students aspiring to teach physics at the secondary level should confer with the department chairman before establishing their course of studies.

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 have a member of the physics faculty as their academic advisor by the end of their freshman year and 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. Spring 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. Fall semester. (Will not apply toward physics major requirements.)

Physics

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, chemistry, biology, pre-health. One laboratory period per week. Spring 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. Fall semester.

214. General Physics.

5 cr. hrs.

Includes electricity, magnetism, light and optics. Corequisite: calculus. Spring 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. Fall 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. Spring semester, even-numbered years.

317. Atomic and Nuclear Physics Laboratory.

1 or 2 cr. hrs.

To follow or accompany PHY 316. Fall 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. Spring semester, even-numbered years.

322. Optics.

3 cr. hrs.

An advanced course in light. Includes a study of lenses, reflectors, prisms, spectrometers, ruled gratings, spectra, interferometers, diffraction, polarization and electromagnetic theory of light. Prerequisites: PHY 214 and MAT 200. Fall 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. Spring 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. Spring 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. Fall semester, even-numbered years.

416. Electronic Measurements.

1 cr. hr.

Measurement of parameters of interest in laboratory and industrial research: temperature,

Physics

pressure, light, magnetic fields, linear and angular displacement. Includes introduction to data acquisition and interfacing with microcomputers. Prerequisites: PHY 306 and consent of instructor. Three laboratory hours per week.

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 spring semester will be devoted to an introduction to Quantum Mechanics. 443 offered fall semester; 444—spring semester.



Political Science

Political Science

Oxbridge Professor Chatlos, chairman; Assistant Professor Kuehne, Instructors Armstrong and Houston. Distinguished Adjunct Professor Adams.

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; 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: COM 380. GEO 304. HIS 224, 226, 228, 317, 318. POL 313, 314, 321, 331, 334. REL 271. SOC 334-335. 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. Fall semester every year. (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. Spring semester every year. (2 cr. hrs.)

102. American National Government.

4 cr. hrs.

Considers the U.S. Constitution, governmental structure, and how the American government functions today. Fall semester, every year.

107. The Founding of the Republic.

2 cr. hrs.

Examines the political development of the colonies, the political debates prior to and following the American Revolution, the founding documents, the expectations of the framers, and the political system which initially developed in the form of the American Constitution. For education majors who need to meet state certification requirements. Open to other students.

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

Political Science

national and state governments on such policy issues as civil rights, revenue sharing, urban politics, and related topics. Recommended background: POL 102.

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.

214. Introductory Seminar.

4 cr. hrs.

This course will provide a stimulating opportunity for a select group of students to consider a topic related to American politics. Examples follow: political ethics, the Supreme Court, congressional-presidential relationships.

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.

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.

POLITICAL PHILOSOPHY

211. American Political Thought.

4 cr. hrs.

Focuses on the development of American political thought from its European roots. Special attention is given to the construction

and changing meaning of the Constitution, and to a critical examination of contemporary American political thought. Also considers the American polity today.

313. Classical and Medieval

Political Thought.

4 cr. hrs.

Plato, Aristotle, the Romans, Augustine, and Aquinas. Traces the development of classical political thought in Greece, explores the changes made by the Romans, and subsequent decline, and the various modifications proposed by Augustine, Aquinas, and other medieval thinkers. Recommended background: POL 101A.

314. Modern Political Thought.

4 cr. hrs.

Machiavelli, Calvin, Hobbes, 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 101A.

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.

B. Property Rights. Rise and fall of emphasis on property rights as reflected in judicial attitudes and interpretation of the contract, commerce, due process, and other important clauses of the Constitution. Recommended background: POL 102.

222. Civil Rights and Liberties.

4 cr. hrs.

Focus on the following issues: Equality. The 14th Amendment and "nationalization" of the Bill of Rights, equal protection and segregation, public accommodations, reapportionment, housing, and voting rights. First Amendment. Freedom of speech, press, religion, assembly, petition, and association; problems of loyalty and security. Rights in criminal proceedings. Study of leading justices, cases, and judicial doctrines.

Political Science

COMPARATIVE POLITICS

321. Seminar in Comparative Politics.

4 cr. hrs.

A consideration of one or several governmental systems in various world regions. Among the regions which may be treated are Western Europe, Latin America, or Eurasia, the Middle East, and Africa. The seminar will deliberately select some governmental systems in those regions, rather than try to cover them all. Fall semester, every year. POL 101B recommended.

331. Comparative Politics II:

Russia and Eastern Europe.

4 cr. hrs.

A. Roots of Russian Civilization. Imperial Russia; classical Marxism; international socialism before 1917; the Revolution; the formation, operation and collapse of the USSR (first 7 weeks; 2 cr. hrs.).

B. Contemporary Pluralism in Russia and Eastern Europe. The development and operation of political institutions in contemporary Russia. Consideration of political systems in several other Eastern European states (second 7 weeks; 2 cr. hrs.). Recommended background: POL 101.

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. Fall semester, every year.

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.

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.

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.

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 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 POL 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.

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

Political Science

committee, an interest group or a 'third sector' (private, non-profit) organization. It could be work in a political campaign.

Internships will usually be taken during the summer between the junior and senior years, although they may be taken any time after the sophomore year. Prerequisites: statistics and some computer science helpful. Offered on demand.

Washington Semester Program: Students take course work and an internship through the Washington Semester Program, offered in cooperation with the American University in Washington, D.C. See department chairman for particulars.

United Nations Semester of Drew University is available to students. See department chairman for particulars.

Psychology

Psychology

*Associate Professor Owens, chairman;
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 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).

Psychology 317. Personality (normally taken spring semester junior year). Prerequisites: Psychology 211, Basic Psychology.

Psychology 320. Experimental Psychology I (normally taken fall semester of junior year). Prerequisites: Psychology 211, Basic Psychology.

Psychology 321. Experimental Psychology II (normally taken spring semester of junior year). Prerequisites: Psychology 211, Basic Psychology; Psychology 320, Experimental Psychology I.

Psychology 322. History and Systems (normally taken fall semester senior year). Prerequisites: Psychology 211, Basic Psychology; Psychology 320 and 321, Experimental Psychology I and II; Psychology 317, Personality.

Psychology 422. Senior Seminar (taken spring semester of senior year). Prerequisites: Psychology 211, Basic Psychology; Psychology 320 and 321, Experimental Psychology I and II; Psychology 317, Personality; Psychology 322, History and Systems.

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 behavior and personality disorders of both

Psychology

childhood and adulthood, including psychogenic, psychosomatic, and organic problems. Consideration will be given to DSM diagnostic methods and therapeutic procedures. Fall 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. Spring 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. 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.

307. Life Span Developmental Psychology. 4 cr. hrs.
A broad-based approach is taken in order to understand human development across the life span, from conception to death. Issues of study will include biological, social, and behavioral influences on development. A scientific approach is used to emphasize that our past can affect our future. (A student may not earn credit for both 306 and 307.)

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. Spring 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. Spring 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.

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 fall semester of junior year.

321. Experimental Psychology II. 4 cr. hrs.
In-depth treatment of hypothesis testing, research design, data analysis, and sampling. Emphasis on application of scientific reasoning. Students conduct an empirical study from design through data collection, analysis, and reporting. Required of majors. Normally taken spring semester of junior year. Special prerequisite: PSY 320.

322. History and Systems. 4 cr. hrs.
The rise and growth of modern psychology in its contemporary expressions. Attention is

Psychology

given to origins, major developments, and present trends in psychological thought. Required of majors. Normally taken fall semester senior year. Special prerequisites: Psychology 320 and 321, Experimental Psychology I and II; 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. Spring semester. Special prerequisite: PSY 211 and two other psychology courses or permission of instructor.

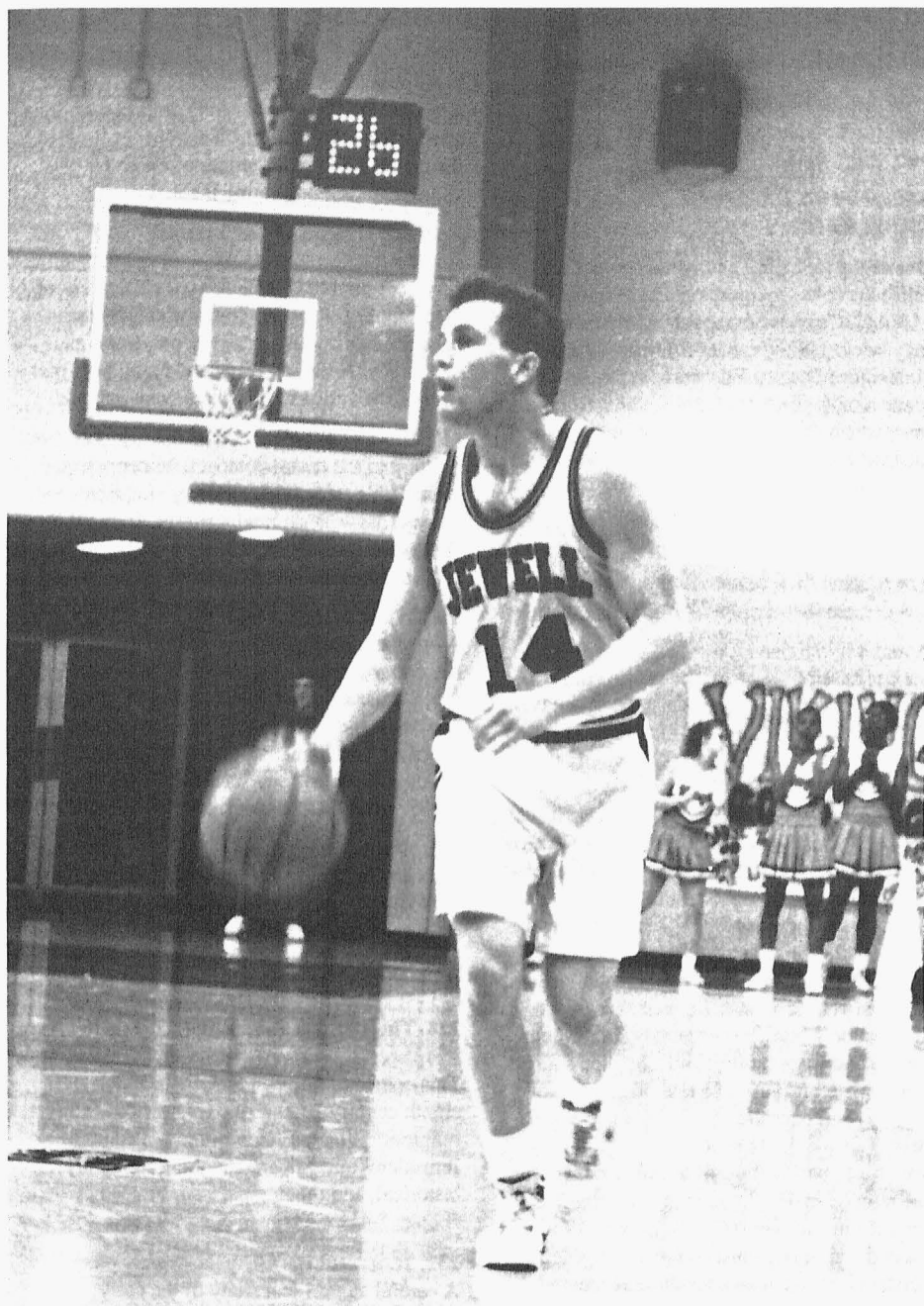
408-409. Independent Projects for Seniors. 1-4 cr. hrs.

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 spring semester of senior year. Special prerequisites: Psychology 320 and 321, Experimental Psychology I and II; PSY 317, Personality; PSY 322, History and Systems.



Religion

Religion

Professor Duke, chair; Associate Professor Chance; Assistant Professors Cain, Horne; Instructor 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, 224, 322, 326); 2) New Testament (116, 232, 234, 305, 332); 3) Christian Theology and History (244, 251, 325, 330, 454); and 4) Religion and Culture (215, 271, 307, 341, 365). 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.

This course introduces the student to the literary and theological dimensions of the Hebrew

Bible. The approach is inductive, which means to emphasize close reading of the text and structure the class discussions around questions arising from that reading. This further leads to the introduction of a number of critical approaches to interpreting the text.

116. The Origins of Christianity.

4 cr. hrs.

An introduction to early Christianity through a survey of the New Testament, the literature of Jesus' early followers. Students will be introduced to relevant historical issues, modern methods of New Testament study, and the message of the various New Testament writings.

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.

224. The Origins of Israelite

Prophecy.

4 cr. hrs.

This course focuses on Israel's prophets of the eighth century BCE as the founders of "ethical religion." We read Amos, Hosea, Isaiah (of Jerusalem) and Micah, attending to literary, historical, and theological issues raised by their "books." Alternate years.

232. Jesus and the Gospels.

4 cr. hrs.

A careful and critical study of the early Christian literature about Jesus, with a focus on the portraits of Jesus offered in the four New Testament gospels. Based on this study, students will examine in-depth the teachings of Jesus of Nazareth.

Religion

234. Paul and John.

4 cr. hrs.

A study of the thought and theology of selected New Testament documents associated with Paul and John, two very important early Christian leaders. Prerequisites: Completion of the college religion requirement or permission of the instructor.

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: Ancient and Modern.

4 cr. hrs.

Introduction to Christian doctrine, the variety of interpretations given to these doctrines, and the methods and vocabulary of Christian theology. The study will include both early doctrinal development in the Church and contemporary interpretations of these doctrines. 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. New Testament Interpretation.

4 cr. hrs.

305A. Luke-Acts. 305B. John. 305C. I Corinthians. 305D. Mark.

A close reading of a selected New Testament text or closely related set of texts. Attention will be given to the skills necessary to read an ancient text in a holistic manner and to apply its message to the contemporary situation. Prerequisite: fulfillment of the 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/storyteller. 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

Religion

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.

365. The Holocaust, Christianity, and Judaism.

4 cr. hrs.

In an attempt to understand the significance of the event known as the "Holocaust" the course examines the historical and religious roots of antisemitism, the nature of moral responsibility and its relationship to structural oppression, and the historical events leading up to and surrounding the Holocaust. The course will include a study of Judaism as a developing religion, the shared histories of Judaism and Christianity, and issues emerging from the contemporary Jewish-Christian dialogue.

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.

CRV 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 spring semester. Prerequisite: successful completion of REL 115, 116 or 117. Elective credit only.

Religion

CRV 204. Campus Ministry Internship.

1/2 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.

CRV 205. Issues in Ministry.

1 cr. hr.

This course is designed to acquaint students with issues and skills related to ministry in the contemporary church. These issues will be studied from both practical and theoretical viewpoints.

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

Sociology

*Assistant Professor Jacobs, chairperson;
Professor Chasteen.*

The sociology major (B.A.): A minimum of 28 semester hours is required for the major. A maximum of 40 semester hours is allowed. Required courses: SOC 211, 351, 412, 413, and MAT 216. One of the following courses may count toward the major: HIS 222, 305, 318, 330, POL/PHI 314, or PSY 322.

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.

An introduction to the field of sociology; sociology is concerned to understand how society is structured, how it changes, how human beings generate culture, and how human beings, in turn, are shaped by culture as they interact in various contexts of everyday life. The course examines the sociological perspective—how it manifests itself through different theoretical perspectives, how it has developed from its origins in the Enlightenment, and how it guides research.

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. Offered 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.

323. Law and Society. 4 cr. hrs.

A course in the sociology of law and crime; includes study of theories of law and crime, the creation of law, types of law and crime, the relation of law to different types of society, the relation of law to social control, and the practice of law and law enforcement. Prerequisites: SOC 211 and sophomore standing or consent of the 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 sciences. 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. Offered on demand.

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. Prerequisites: sophomore standing or consent of instructor. Alternate years.

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. Spring 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. Spring semester.

Sociology

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. Fall semester.

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. Fall 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. Fall semester.

412. Social Theory I. 4 cr. hrs.

An historical and analytical study of modern social theory from the Enlightenment to World War I; includes concentrated study of the thought of Karl Marx, Max Weber, and Emile Durkheim. Prerequisites: SOC 211 and junior standing or consent of the instructor. Fall semester.

413. Social Theory II. 4 cr. hrs.

An historical and analytical study of twentieth-century developments in social theory since World War I; includes consideration of macro- and micro-theoretical perspectives, as well as concentrated study of selected theorists such as George Herbert Mead, C. Wright Mills, Peter Berger, Erving Goffman, Michel Foucault, Juergen Habermas, and others. Prerequisites:

SOC 211 and junior standing or consent of the instructor. Spring semester.

427-428. Readings in Sociology. 1-4 cr. hrs.

Independent study allowing students to pursue intensive study of some aspect of social reality, a sub-discipline of sociology, or specific sociological problems. Prerequisites: senior standing and consent of instructor.

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. Corequisite: MAT 216, Statistics, or equivalent, or consent of instructor.

471-472. Applied Sociology: Internship.

4-8 cr. hrs.

A one-half to one semester experience with a public or private agency, involving practical use of sociological skills. The student assumes responsibility for acquiring and fulfilling a half-time to full-time work experience in an organization of human service, under the direction of a cooperating on-site administrator and a faculty supervisor. Each internship must have departmental approval; time, place, and work responsibilities are determined on an individual basis.

The student will be required to (1) keep a daily detailed journal of work experience; (2) research and read appropriate texts of theory and empirical research in the sociological area associated with the internship; and (3) produce a formal paper that ties theory, research, and work experience together into an integrated, reflective, and scholarly essay. In addition, the student intern must meet with the faculty supervisor weekly, unless other arrangements are made.

Formal application must be made to the department by the seventh week of the semester prior to beginning the internship. The internship may be combined with internship requirements for other majors; prior joint agreement between the departments is required and essential.

College Personnel

Faculty of Instruction, 1991-92

Date after name indicates year of first appointment.

Department of Art

David Busch Johnson, 1970, *Professor of art, and chairman*. B.A., 1955, Wheaton College; B.A.E., 1960, School of Art Institute of Chicago; M.S., 1967, Illinois Institute of Technology (Institute of Design); MFA, 1974, University of Kansas.

Nano Nore Lueders, 1988, *Assistant professor of art*. B.F.A., 1974, Kansas City Art Institute; M.A., 1976, M.F.A., 1990, Texas Woman's University; M.A.R.S., 1980, Central Baptist Theological Seminary.

Department of Biology

Judith A. Dilts, 1975, *Professor of biology, and chairwoman*. A.B., 1968, M.A., 1975, Ph.D., 1976, Indiana University; further study, University of South Dakota.

Paul W. Gabrielson, 1991, *Assistant professor of biology*. B.A., 1974, Boston University; Ph.D., 1980, University of North Carolina—Chapel Hill.

Charles F.J. Newlon, 1956, *Associate professor of biology*. A.B., 1956, William Jewell College; M.A., 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.

Gwen Elaine Scottgale, 1990, *Assistant professor of biology*. B.S., 1979, University of California—Davis; Ph.D., 1987, University of California—San Diego.

Department of Business Administration and Economics

Linda Bell, 1985, *Assistant professor of accounting*. B.S., 1979, Fort Hays State University; M.B.A., 1984, University of Missouri—Columbia; C.P.A., Missouri, 1983.

Michael T. Cook, 1978, John W. Boatwright Professor of economics. B.A., 1969, M.A., 1973,

University of Chicago; Ph.D., 1983, Vanderbilt University.

Kimberly H. Harris, 1986, *Assistant professor of business administration*. B.A., 1975, M.B.A., J.D., 1978, University of Kansas.

Jean Hawkins, 1976, *Professor of accounting*. B.S., 1968, M.A., 1970, Central Missouri State University; C.P.A., Missouri, 1974.

J. Eric Helsing, 1989, *A. Major and Dorothy Hull Professor of communication in business and leadership, and chairman*. B.A., 1955, Muhlenburg College; J.D., 1960, Rutgers Law School.

Elizabeth R. Hoyt, 1981, *Assistant professor of business administration*. B.S., 1975, Northwestern University; M.B.A., 1979, University of Wisconsin—Madison.

Lowell R. Jacobsen, Jr., 1981, *Associate professor of economics*. B.A., 1979, Buena Vista College; M.I.M., 1980, American Graduate School of International Management; Ph.D., 1986, University of Edinburgh; further study, Templeton College, University of Oxford; University of Maribor, Yugoslavia; The Russian School, Middlebury College; University of Edinburgh.

Otis E. Miller, 1978, *Professor of economics*. B.S., 1952, Ph.D., 1962, University of Missouri—Columbia.

Department of Chemistry

Michael J. Chejlava, 1989, *Associate professor of chemistry*. B.S., 1975, Harvey Mudd College; Ph.D., 1982, Kansas State University.

Marvin P. Dixon, 1965, *Professor of chemistry*. A.B., 1960, William Jewell College; M.S., 1963, Ph.D., 1965, University of Illinois.

Edwin H. Lane, 1980, *Professor of chemistry, and chairman*. B.S., 1972, Ph.D., 1977, University of Oklahoma; further study, University of Oklahoma.

Department of Communication

Richard C. Brown, 1987, *Assistant professor of communication*. A.B., 1964, William Jewell College; M.A., 1967, University of Missouri—Kansas City.

College Personnel

Julie Adams Day, 1989, *Instructor in communication*. A.B., 1985, William Jewell College; M.A., 1988, Central Missouri State University.

Kim Bradford Harris, 1979, *Professor of communication*. B.A., 1968, Carson-Newman College; M.S., 1970, Ph.D., 1975, Southern Illinois University; further study, University of Missouri-Kansas City.

Lois Anne Harris, 1979, *Professor of communication*. B.A., 1968, Carson-Newman College; M.S., 1970, Ph.D., 1974, Southern Illinois University; further study, University of Kansas.

Gina E. Lane, 1985, *Assistant professor of communication*. B.S., 1981, Northwest Missouri State University; M.A., 1982, University of Arkansas; further study, University of Kansas.

Craig A. Larson, 1990, *Instructor in communication*. B.S., 1983, Kearney (NE) State College; M.S., 1989, University of Southwestern Louisiana.

Philip A. Thompson, 1984, *Assistant professor of communication*. B.S., 1981, Northern Arizona University; M.S., 1983, University of Southwestern Louisiana; further study, University of Utah. (Leave of absence, 1992-1994).

Tom H. Willett, 1967, *Professor of communication, and chairman*. A.B., 1966, Colorado State College, Greeley; M.A., 1967, University of Nebraska; Ph.D., 1976, University of Missouri-Columbia; further study, University of Oxford.

Department of Education

Mary Ellen Bleakley, 1977, *Professor of education*. B.A., 1962, University of Michigan; M.A., 1966, Ph.D., 1977, University of Colorado; further study, Oakland University, Fort Hays State University.

Peter Frost, 1991, *Visiting professor in education. Certificate of Education*, 1976, St. Osyth's College-Essex; Advanced Diploma in Education, 1981, University of London; M.Ed., 1983, University of Bath, England.

Ronilue Beery Garrison, 1980, *Assistant professor of education*. B.S., 1963, William Jewell College; M.S., 1966, University of Kansas.

Cynthia A. Green, 1989, *Professor of education*. B.S., 1970, Missouri Southern State College; M.S., 1974, Pittsburg State University; M.Ed., 1986, Abilene Christian University; Ed.D., 1977, Baylor University.

Faye E. Moore, 1979, *Professor of education*. B.A., 1955, Bethany Nazarene College; Diploma, The Montessori Training School for Teachers, Lee's Summit, Missouri; M.Ed., 1973, Northeastern Illinois University; Ed.D., 1976, Northern Illinois University.

M.J. Stockton, 1972, *Frances S. Evans professor of education, director of teacher certification, and chairman*. B.A., 1962, Baylor University; M.A., 1967, Sam Houston State University; Ed.D., 1971, Baylor University; further study, Georgetown University.

Department of English

John A. Canuteson, 1974, *Professor of English*. B.A., 1964, University of Texas-Austin; M.A., 1965, University of Chicago; Ph.D., 1975, University of Florida.

D. Dean Dunham, Jr., 1961-1965, 1969, *Professor of English, and chairman, and faculty instructional aide*. B.A., 1960, Hastings College; M.A., 1962, University of Arkansas; Ph.D., 1970, University of Nebraska.

Richard L. Harriman, 1962, *Associate professor of English, and director of the Fine Arts Program*. A.B., 1953, William Jewell College; M.A., 1959, Stanford University; Litt.D., 1983, William Jewell College; further study, Stanford University, Shakespeare Institute, University of Oxford.

J. Gordon Kingsley, Jr., 1960-62; 1969, *Professor of literature and religion, and president*. B.A., 1955, Mississippi College; M.A., 1956, University of Missouri; B.D., 1960, Th.D., 1965, New Orleans Baptist Theological Seminary; postdoctoral study (English), 1968-69, University of Louisville; H.H.D., 1980, Mercer University; further study, University College Galway (Ireland), Northwestern University, Harvard University; Visiting Fellow, Cambridge University; Litt.D., 1989, Seinan Gakuin University, Japan.

College Personnel

Ian Munro, 1978-79, 1981, Professor of English. B.A., 1965, University of Victoria, British Columbia, Canada; Ph.D., 1976, University of Texas-Austin.

Sarah Powers, 1983, Assistant professor of English, director of learning skills, and director of the Academic Achievement Center. A.B., 1971, William Jewell College; M.A., 1972, University of Missouri-Kansas City.

Cecelia Ann Robinson, 1979, Associate professor of English. B.A., 1969, Prairie View A&M University; M.Ed., 1971, Ed. Specialist, 1971, University of Missouri-Columbia; Ed.D., 1986, University of Kansas; further study, University of Missouri-Kansas City, University of Oxford, University of Missouri-Columbia.

Ann Marie Woods Shannon, 1974, Professor of English, associate dean of the college, senior tutor of Oxbridge Program and coordinator of overseas study. B.A., 1951, Agnes Scott College; A.M., 1952, Radcliffe College; Ph.D., 1961, Emory University.

Jimmie E. Tanner, 1980, Professor of literature, dean of the college and provost. B.A., 1955, Oklahoma Baptist University; M.A., 1957, Ph.D., 1964, University of Oklahoma.

Myra Cozad Unger, 1961, Professor of English. A.B., 1960, William Jewell College; M.A., 1963, Washington University; Ed.D., 1985, University of Kansas; further study, University of Oxford.

Mark Walters, 1991, Instructor in English. B.A., 1982, Fort Hays State University; M.A., 1985, M.F.A., 1986, Wichita State University; Ph.D., 1991, University of Kansas.

Michael E. Williams, 1987, Associate professor of English and coordinator of Foundations program. B.A., 1977, University of Northern Colorado-Greeley; M.A., 1979, Ph.D., 1982, University of Colorado-Boulder; further study, University of London.

Department of History

Kenneth B. Chatlos, 1973, Oxbridge professor of history, and chairman. B.A., 1969, University of North Dakota; M.A., 1971, Ph.D., 1976, University of Nebraska-Lincoln; further study, University of Oxford; NEH Summer Seminars:

University of Indiana; Yale University; University of California-Berkeley; Vanderbilt University.

Elaine A. Reynolds, 1986, Assistant professor of history. B.A., 1979, State University of New York-Buffalo; M.A., 1982, Ph.D., 1991, Cornell University; further study, Exeter College, University of Oxford.

Fredrick M. Spletstoser, 1985, Associate professor of history. B.A., 1969, B.A., M.A., 1971, University of Missouri-Kansas City; Ph.D., 1978, Louisiana State University.

Department of Languages

Marc Cadd, 1991, Assistant professor of German. B.A., 1984, University of Missouri-Columbia; M.A., 1987, University of Houston-University Park; Ph.D., 1991, University of Illinois at Urbana-Champaign.

William A. Henning, 1989, Professor of French. A.B., 1955, Wheaton College; M.A., 1961, Ph.D., 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. B.A., 1969, M.A., 1971, Ph.D., 1983, University of Missouri-Columbia; further study, St. Louis University.

Catherine Vera, 1974, Associate professor of modern languages. B.A., 1966, University of Missouri-Kansas City; M.A., 1969, Ph.D., 1974, University of Missouri-Columbia; further study, Dartmouth College; Andrew W. Mellon Senior Faculty Fellow, University of Kansas, 1983.

John Westlie, 1985, Associate professor of French, and chairman. B.A., 1970, New College; M.A., 1974, University of Minnesota; Ph.D., 1981, Yale University.

Library Faculty

Kenette J. Harder, 1984, Assistant professor and reference and government documents librarian. A.B., 1977, William Jewell College; M.L.S., 1978, Texas Woman's University.

Bonnie Knauss, 1969, Assistant professor and librarian. A.B., 1968, William Jewell College;

College Personnel

M.A.L.S., 1969, University of Missouri–Columbia.

Elise R. Fisher, 1988, *Instructor and circulation librarian.* B.A., 1975, William Jewell College; MLIS, 1988, University of Missouri–Columbia.

Terry L. Tjaden, 1988, *Instructor and catalog librarian.* A.A., 1975, Augustana College; B.A., 1978, Washington State University–Pullman; M.A., 1985, University of Iowa–Iowa City.

John P. Young, 1967, *Assistant professor and director of the library.* A.B., 1964, William Jewell College; M.A.L.S., 1967, University of Denver; M.P.A., 1974, University of Missouri–Kansas City.

Department of Mathematics and Computer Studies

Arthur R. Buss, 1988, *Assistant professor of computer studies.* B.Mus., 1961, M.Mus., 1963, University of Michigan–Ann Arbor; M.S., 1985, University of Missouri–St. Louis; Ph.D., 1971, Michigan State University–East Lansing.

Gerald W. Eichhoefer, 1985, *Associate professor of computer studies and philosophy.* B.A., 1968, Greenville College; M.A., 1984, Ph.D., 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.* B.A., 1963, Howard Payne College; M.S., 1965, Texas Christian University; further study, University of Oklahoma.

Sherman W. Sherrick, 1968, *Assistant professor of mathematics.* B.S., 1964, Southwest Missouri State; M.S., 1968, University of Missouri–Rolla.

Darrel R. Thoman, 1962, *Professor of mathematics, and chairman.* B.A., 1960, Hastings College; M.A., 1962, University of Kansas; Ph.D., 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.* A.B., 1961, University of South Carolina; M.C.Mus., 1964, D.M.A., 1973, Southwestern Baptist Theological Seminary.

Helen L. Brown, 1968, *Assistant professor of music.* B.M.E., 1961, Howard College; M.C.M., 1964, Southwestern Baptist Theological Seminary; further study, University of Oklahoma.

Sandra Emig, 1977, *Professor of music.* B.Mus., 1973, M.A., 1975, Ph.D., 1978, Ohio State University; further study, Dartmouth College.

W. Arnold Epley, 1982, *Professor of music, and director of choral activities.* B.M., 1962, Howard College (Samford University); B.C.M., 1964, M.C.M., 1965, D.M.A., 1976, Southern Baptist Theological Seminary.

Susan Swanson Hendrix, 1986, *Assistant professor of music.* B.M., 1979, M.M., 1983, University of Arizona.

Shuhui (Nettie) Ma, 1990, *Assistant professor of music.* B.A., 1968, Shanghai Conservatory of Music; M.A., 1984, North Texas State University; Ph.D., 1989, University of North Texas.

Calvin C. Permenter, Jr., 1980, *Assistant professor of music.* B.M., 1976, University of Cincinnati College–Conservatory of Music; M.M., 1979, Drake University; further study, American Conservatory of Music, Fontainebleau, France; Academie Ravel de Musique, St. Jean-de-Luz, France; University of Missouri–Kansas City Conservatory of Music.

Phillip C. Posey, 1965, *Professor of music, and director of instrumental activities.* B.M.E., 1959, Florida State University; M.M., 1963, Eastman School of Music of the University of Rochester, N.Y.; D.M.A., 1974, University of Missouri–Kansas City Conservatory of Music.

Pauline Peck Riddle, 1972, *Professor of music, and director of keyboard studies.* B.S.Ed., 1953, Southwest Missouri State College; M.S.M., 1956, Southern Baptist Theological Seminary; D.M.E., 1972, University of Oklahoma; further study, University of Kansas.

College Personnel

Phillip Wendell Schaefer, 1976, *Assistant professor of music*. B.A., 1968, University of Northern Iowa; M.S., 1976, University of Illinois.

Dean Wilder, 1975, *Robert H. McKee professor of music, and director of vocal studies*. B.A., 1963, Cascade College; M.M., 1970, New England Conservatory of Music.

Ronald K. Witzke, 1984, *Assistant professor of voice*. B.M.E., 1978, Bethany (Oklahoma) Nazarene College; M.M., 1984, University of Texas–Austin.

Department of Nursing

Ruth Bax Edwards, 1973, *Professor of nursing*. B.S.N., 1969, University of Missouri–Columbia; M.S.N., 1973, University of Texas–Austin; Ed.D., 1984, University of Kansas.

Susan Hackler Fetsch, 1991, *Assistant professor of nursing*. B.S.N., 1979, University of Kansas; M.S., 1983, University of Minnesota; Ph.D., 1991, University of Kansas.

Nelda Schwinke Godfrey, 1984, *Assistant professor of nursing*. B.S.N., 1977, University of Missouri–Columbia; M.N., 1980, University of Kansas. (1991–92 part-time appointment.)

Jeanne Johnson, 1973, *Professor of nursing, and chairwoman*. B.S.N., 1956, University of Illinois; M.A., 1975, University of Missouri–Kansas City; Ed.D., 1984, University of Kansas.

Joanne Kersten, 1979, *Associate professor of nursing*. B.S., 1974, William Jewell College; M.N., 1979, Ed.D., 1983, University of Kansas.

Melissa McGrath McAllister, 1991, *Instructor in nursing*. B.S.N., 1980, M.N., 1985, University of Kansas.

A. Lorene Massa, 1983, *Assistant professor of nursing*. B.S.N., 1967, Northeast Missouri State University; M.A., 1970, University of Iowa; further study, University of Missouri–Kansas City.

Delois Meyer, 1985–88; 1989, *Assistant professor of nursing*. B.S.N., 1983, University of Nebraska; M.N., 1985, University of Kansas.

Evangeline M. Webb, 1986, *Assistant professor of nursing*. Diploma, 1958, Presentation School of Nursing, Aberdeen, SD; B.A., 1961, Ottawa University; M.A., 1964, Eastern Baptist Theological Seminary; M.S.N., 1980, University of Oklahoma–Oklahoma City.

Department of Philosophy

Keith R. David, 1969, *Professor of philosophy*. B.A., 1954, Oklahoma Baptist University; M.A., 1962, University of Wichita; Ph.D., 1969, Southern Illinois University; further study, Regent's Park College, University of Oxford, Yale University.

Gerald W. Eichhoefer, 1985, *Associate professor of computer studies and philosophy*. B.A., 1968, Greenville College; M.A., 1984, Ph.D., 1988, Rice University; further study, Asbury Theological Seminary, Southern Illinois University, St. Louis University, University of Houston.

Robert S. Trotter, 1949, *Sherwood professor of philosophy, and chairman*. A.B., 1944, Mississippi College; B.D., 1947, Ph.D., 1956, Yale University; further study, University of Minnesota.

Department of Physical Education

Sam Brown, 1991, *Instructor in physical education, head track coach, and assistant football coach*. B.S., 1972, University of Missouri–Columbia; M.S., 1980, Central Missouri State University.

Daniel K. Carter, 1989, *Instructor in physical education and head football coach*. A.B., 1980, William Jewell College; M.A., 1982, University of South Dakota.

Kevin L. Deremer, 1987, *Assistant professor of physical education and head athletic trainer*. B.S., 1981, University of West Virginia; M.S.Ed., 1983, Northwest Missouri State University.

Fred Flook, 1962–1970; 1975, *Assistant professor of physical education, and baseball coach*. B.S., 1958, M.A., 1971, Kansas State Teachers College of Emporia; further study, University of Utah.

College Personnel

Larry Max Hamilton, 1967, *Assistant professor of physical education, athletic administrator, and track coach*. A.B., 1961, William Jewell College; M.S., 1967, Central Missouri State University.

Larry R. Holley, II, 1979, *Assistant professor of physical education, and head basketball coach*. A.B., 1967, William Jewell College; M.Ed., 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*. B.S., 1963, Southeast Missouri State University; M.A., 1972, University of Missouri—Kansas City; Ph.D. candidate, University of Southern Illinois.

Sylvia Faye Nadler, 1990, *Associate professor of physical education, and chairwoman*. B.S., 1971, Wayland Baptist University; M.Ed., 1974, West Texas State University; Ed.D., 1980, East Texas State University.

Department of Physics

C. Don Geilker, 1968, *Professor of physics, and chairman*. A.B., 1955, William Jewell College; M.A., 1957, Vanderbilt University; Ph.D., 1968, Case Institute of Technology.

John L. Philpot, 1962, *Professor of physics*. A.B., 1957, William Jewell College; M.S., 1961, Ph.D., 1965, University of Arkansas.

Department of Political Science

Gwen M. Houston, 1991, *Instructor in political science*. B.A., 1981, University of Southwestern Louisiana; Master of Public Affairs, J.D., 1985, University of Texas.

Dale S. Kuehne, 1989, *Instructor in political science*. B.A., 1981, University of Minnesota; M.A.T.S., 1985, Gordon—Conwell Theological Seminary; M.A., 1988, Ph.D. candidate, Georgetown University.

Department of Psychology

C. Ray Owens, 1983, *Associate professor of psychology, and chairman*. B.S., 1975, Houston Baptist University; M.A., 1977, University of

Houston at Clear Lake City; Ph.D., 1984, Utah State University.

Patricia Schoenrade, 1989, *Associate professor of psychology*. B.A., 1981, Purdue University; M.A., 1984, Ph.D., 1986, University of Kansas.

Robert E. Troutwine, 1980, *Associate professor of psychology*. B.S., 1976, Southwest Missouri State University; M.S., 1979, Ph.D., 1980, Tulane University.

Department of Religion

J. Bradley Chance, 1982, *Associate professor of religion, and director of academic advising*. A.B., 1975, University of North Carolina, Chapel Hill; M.Div., 1978, Southeastern Baptist Theological Seminary; Ph.D., 1984, Duke University.

Jerry B. Cain, 1978, *Assistant professor of religion, and chaplain to the college*. B.S., 1968, Eastern New Mexico University; M.A., 1971, Baylor University; further study, University of New Mexico, New Mexico Highlands University, Midwestern Baptist Theological Seminary, University of Oxford.

David Nelson Duke, 1980, *Professor of religion, and chairman*. B.A., 1972, Samford University; M.Div., 1975, Southern Baptist Theological Seminary; Ph.D., 1980, Emory University; further study, University of Oxford.

Milton P. Horne, 1986, *Assistant professor of religion*. B.A., 1979, University of Missouri—Columbia; M.Div., 1983, Midwestern Baptist Theological Seminary; D.Phil., 1989, University of Oxford.

Department of Sociology

Edgar Chasteen, 1965, *Professor of sociology and anthropology*. B.S., 1957, M.A., 1959, Sam Houston State College; Ph.D., 1965, University of Missouri.

Anton K. Jacobs, 1988, *Assistant professor of sociology, and chairman*. B.A., 1971, University of Missouri—St. Louis; M.Div., 1975, Eden Theological Seminary; M.A., 1978, University of Louisville; Ph.D., 1985, University of Notre Dame.

College Personnel

Oxford Faculty

(Joint Appointment at Jewell)

Timothy Bradshaw, 1992, *Tutor in Christian Doctrine*. M.A., Ph.D., Nottingham.

Paul S. Fiddes, 1988, *Principal*. M.A., D.Phil., Oxford.

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.

John D. Weaver, 1992, *Tutor in Pastoral Degrees*. M.A., Ph.D., Wales.

Adjunct and Part-Time Faculty, 1991-92

Donald D. Akers, *Adjunct instructor in mathematics*.

Leah Anderson, *Adjunct instructor in music*.

Vernon Armitage, *Adjunct instructor in religion*.

Jon Stephen Baker, *Adjunct instructor in religion*.

Patricia Ballenger, *Adjunct instructor in physical education*.

Reta A. Beaty, *Adjunct instructor in physical education*.

Joseph G. Bock, *Adjunct instructor in political science*.

Terry Bowman, *Adjunct instructor in physical education*.

Roger Chatten, *Adjunct instructor in psychology*.

Barbara Clancy, *Adjunct instructor in nursing*.

Vito A. Colapietro, *Adjunct professor of economics*.

Nancy J. Collisson, *Adjunct instructor in Japanese*.

Dale Cooper, *Adjunct instructor in physical education*.

James R. Crowe, *Adjunct instructor in religion*.

Randall Cunningham, *Adjunct instructor in music*.

Larry Dickerson, *Adjunct instructor in philosophy*.

Ray Dimarchi, *Adjunct instructor in music*.

David Everson, *Adjunct instructor in music*.

Rebecca Folsom, *Adjunct instructor in music*.

Kathleen Foster, *Adjunct instructor in computer studies*.

Rebecca Foster, *Adjunct instructor in English*.

Neita Geilker, *Adjunct instructor in English*.

Lori J. Gilray, *Adjunct instructor in physical education*.

William R. Gossett, *Adjunct instructor in physical education*.

James Grimm, *Adjunct instructor in music*.

David Hass, *Adjunct instructor in music*.

Daniel Heruth, *Adjunct instructor in chemistry*.

Julie Hess, *Adjunct instructor in education*.

Juarenne C. Hester, *Adjunct instructor in education*.

William Alan Holiman, *Adjunct instructor in political science*.

David B. Howell, *Adjunct instructor in religion*.

Jim Johnson, *Adjunct instructor in physical education*.

Emily (Penny) Kievet, *Adjunct instructor in communication*.

Rebecca Koop, *Adjunct instructor in art*.

Mary Elizabeth Kopcza, *Adjunct instructor in English*.

Edward Lakin, *Distinguished adjunct professor of music*.

College Personnel

Adrian Lamkin, *Adjunct instructor in religion.*

Celestine Makouta, *French assistant.*

John Massa, *Adjunct instructor in physical education.*

Roger McDougale, *Adjunct instructor in English.*

Constance McNeill, *Adjunct instructor in religion.*

Leslie Mengel, *Adjunct instructor in music.*

Judy Michael, *Adjunct instructor in computer studies.*

Judy Minor, *Adjunct instructor in physical education.*

Elaine Moore, *Adjunct artist-instructor in music (flute).*

James D. Nail, *Adjunct instructor in education.*

Emily R. Nease, *Adjunct instructor in nursing.*

Patrick Nickle, *Adjunct instructor in business administration.*

Deborah Northam, *Adjunct instructor in English.*

Vicki Olson, *Adjunct instructor in music.*

Gary D. Phelps, *Adjunct instructor in philosophy.*

Ann Posey, *Adjunct instructor in music.*

Maribeth Risebig, *Adjunct instructor in music.*

Donald Riddle, *Adjunct instructor in music.*

Jackie Russell, *Adjunct instructor in mathematics.*

Mailead Ryan-Anderson, *Adjunct instructor in biology.*

Mary Dugan Saxon, *Adjunct instructor in nursing.*

Thomas Nelson Scottgale, *Adjunct assistant professor of biology.*

Steve Seward, *Adjunct instructor in music.*

Tracey Shaul, *Adjunct instructor in music.*

Janet R. Snider, *Adjunct instructor in education.*

Rodney J. Soptic, *Adjunct instructor in physical education.*

Marybeth Sorrell, *Adjunct instructor in communication.*

James Stevick, *Adjunct instructor in education.*

Robert Stone, *Adjunct instructor in art.*

John Sylvester, *Adjunct instructor in art.*

Terri Teal, *Adjunct instructor in music.*

Eleanor Terry, *Associate dean of students and director of the Freshman Year Experience.*

Ronald Thiewes, *Adjunct instructor in business administration.*

Burdette L. Wagenknecht, *Distinguished adjunct professor of biology.*

Norma Ward, *Adjunct instructor in physical education.*

James D. Waterman, *Adjunct instructor in nursing.*

Jacki S. Witt, *Adjunct instructor in nursing.*

Jane Woodruff, *Adjunct instructor in Latin.*

Linda Yameen, 1989, *Adjunct instructor in music.*

Emeriti Faculty and Administrators

Georgia B. Bowman, *Professor of communication, and chairman, 1947-1979.*

Wilbur J. Bruner, *Professor of modern languages, and chairman, 1936-1978.*

Thomas S. Field, *President, 1970-1980.*

Bernice B. Gonzalez, *Associate professor of modern languages, 1964-1974.*

Darrel W. Gourley, *Associate professor of physical education, and golf coach, 1958-91.*

E.W. Holzapfel, *Vice president of student affairs, 1947-1970; acting president 1969-1970.*

College Personnel

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.*

Janet Vincent Thompson, *Professor of nursing, 1978-91.*

Burdette L. Wagenknecht, *Professor of biology, 1968-91.*

Kermit C. Watkins, *Professor of economics and chairman, 1956-1978.*

Earl R. Whaley, *Professor of sociology and chairman, 1955-1988.*

Officers of the College, 1992-93

Jerry B. Cain, *Chaplain to the College, and collegiate vice president. B.S., Eastern New Mexico University, 1968; M.A., Baylor University, 1971; S.T.D., William Jewell College, 1992.*

Sandra M. Hader, *Vice president for administrative services. B.B.A., University of Missouri-Kansas City, 1970; C.P.A., Missouri, 1978; M.B.A., Rockhurst College, 1991.*

J. Gordon Kingsley, Jr., *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, 1992-93

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.*

Suzanne 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.*

DeeDee Barnes Bruns, *Associate director of admission. B.S., William Jewell College, 1981.*

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.*

Daniel K. Carter, *Head football coach. A.B., William Jewell College, 1980; M.A., University of South Dakota, 1982.*

J. Bradley Chance, *Director of academic advising. A.B., University of North Carolina, Chapel Hill, 1975; M.Div., Southeastern*

College Personnel

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.

Amy B. Duncan, *Admission counselor*. A.B., William Jewell College, 1988; M.A., Baylor University, 1991.

Robert A. Eisele, *Coordinator of public relations*. B.A., University of Missouri-Kansas City, 1975; M.A., Webster University, 1992.

Karen Hansford Fitzpatrick, *Director of alumni programs*. B.S.N., William Jewell College, 1979.

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.

Daniel G. Hickey, *Campus minister*. B.A., University of Arkansas, 1979; M.Div., Midwestern Baptist Theological Seminary, 1983.

Tami Lewis Jones, *Coordinator of business and professional seminars*. A.B., William Jewell College, 1987.

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*.

Randy M. Leek, *Catering supervisor*. B.S., 1974, M.S., 1980, Kansas State University.

Ann Martin, *Coordinator of community education*. B.A., Fontbonne College, 1976.

Ira Martin, *Director of student activities*. A.B., William Jewell College, 1983; B.A., University of Missouri-Kansas City, 1987.

Sally M. Masters, *Assistant dean of students/director of campus life programs*. B.S., William Jewell College, 1979; M.S., Baylor University, 1980.

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.

Clark Morris, *Box office manager, Fine Arts Program*. A.B., William Jewell College, 1992.

Rebecca A. Morrison, *Communication specialist*. B.A., University of Arkansas, 1978.

Ronald C. Mullennix, *President, College Hill Investments, Inc.* B.A., 1970, J.D., 1972, University of Missouri-Columbia.

Kathleen J. Sheppard Nasteff, *Regional admission representative*. 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.

College Personnel

T. Edwin Norris, *Director of admission*. A.B., William Jewell College, 1983.

William E. Peters, *Chef*.

Sarah E. Powers, *Director of learning skills and the writing center*. A.B., William Jewell College, 1971; M.A., University of Missouri-Kansas City, 1972.

Aaron M. Reuck, *Director of physical plant*. B.S.C.E., Rolla School of Mines, 1962.

Anne-Elena Roberts, *Audience development, Fine Arts Program*. B.A., Notre Dame de Sion, 1981; M.A., Sorbonne University, 1988; further study: William Jewell College, Ecole des Langues et Civilisations Orientales, Sorbonne Nouvelle.

Karen M. Russell, *Administrative assistant to the director of physical plant*.

Judith A. Rychlewski, *Director of career development and placement*. A.B., 1970, M.S., 1972, University of Missouri-Columbia.

Diane T. Scheele, *Assistant manager of food service*, B.S., Kansas State University, 1971.

Carol Schwab, *Administrative assistant, Fine Arts Program*.

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*.

Tracey J. Shaul, *Director of Lydia Lovan School of Music*.

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*.

Jacque W. Stouffer, *Assistant director of admission*. A.B., William Jewell College, 1990.

Deborah Taggart, *Director of Skilling Health Center*.

Eleanor F. Terry, *Associate dean of students, director Freshman Year Experience*. B.A., Mississippi College, 1964; M.A., 1965, Ph.D., 1989, University of Missouri-Columbia.

James L. Thomas, *Assistant director of physical plant*.

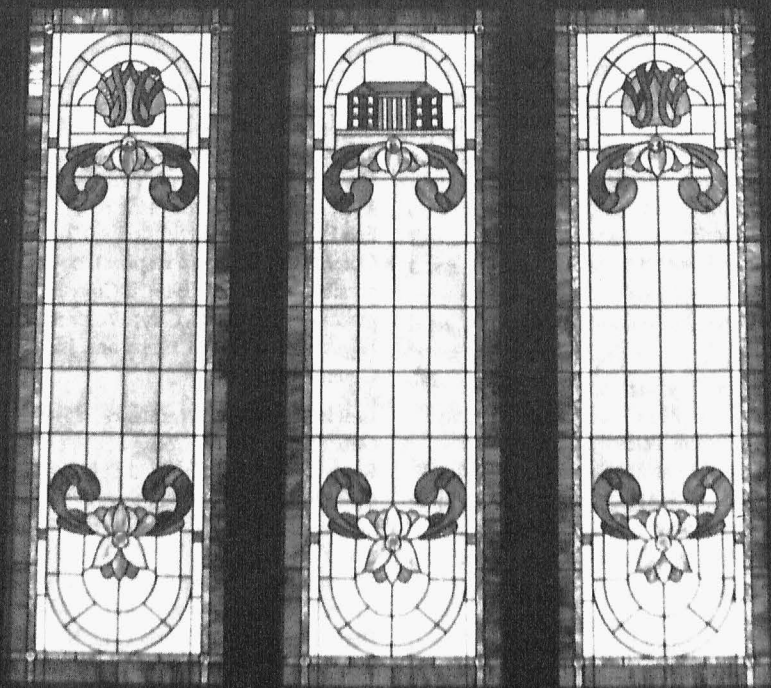
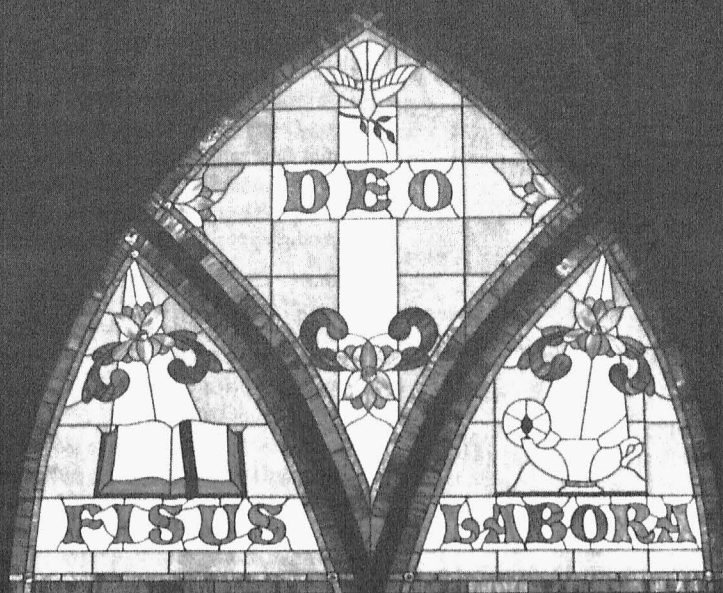
Richard B. Uhlmann, *Assistant director of physical plant*.

Kristin K. Vaughn, *Admission counselor*. A.B., William Jewell College, 1990.

Jennie Walters, *Administrative assistant for counseling and testing*.

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

James R. Bocell, *Residence, 1 Elmwood Road, St. Joseph, MO 64505; business address, Mercantile Bank, St. Joseph, MO 64502. Vice-chairman of the board, Mercantile Bank, St. Joseph; member, the Missouri Bar, Rotary Club, Moila Shrine Temple, St. Joseph Bar Association.* *FBC St Jo*

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.*

William M. Crouch, C.F.P., *Residence, 239 Chasselle Lane, St. Louis, MO 63141; business address, Moneta Group, Inc., 700 Corporate Park Drive, #300, Clayton, MO 63105. Principal, Moneta Group, Inc.; member, Certified Financial Planners; member, National Association of Securities Dealers; member, executive board, Missouri Quarterhorse Association; Associate board member, Missouri Baptist Hospital; Boystown of Missouri; St. Louis Exhibitors Horse Show Association.*

G. Nelson Duke, *Residence, 1903 Chicago Road, Jefferson City, MO 65109. 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 Drive, Poplar Bluff, MO 63901; business address, First Baptist Church, 551 N. Westwood Drive, 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. Commercial farmer; president, Ray Land and Loan Company, Richmond; president, Gill Grain Company, Henrietta; president, Ray County Levee District No. 5; president, Crooked River Drainage District, Henrietta; director, American Bank, Richmond.*

John E. Hughes, *Residence, 14909 E. 34th Street, Independence, MO 64055; business address, 500 West Truman Road, Independence, MO 64050. Pastor, First Baptist Church, Independence; 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 490, Arcadia, OK 73007. Executive vice president, Southwestern Bell Telephone Company, retired; director, Mercantile Bancorporation and Mercantile Trust Company, retired.*

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 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, 4510 Georgetown Drive, Columbia, MO 65203. Retired pastor, Springfield Southern Baptist Church, Springfield, Ill.; 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.*

Board Of Trustees

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.

A. Phillip Lineberger, *Residence, P.O. Box 1402, Tyler, TX 75710; business address, 301 W. Ferguson, Tyler, TX 75702.* Pastor, First Baptist Church, Tyler; former pastor in Richardson, Texas, Wichita, Kan., and Little Rock, Ark.; 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."

Robert H. McKee, *Residence, 24 Biltmore Estates, Phoenix, AZ 85016; business address, McKee Holding Company, 2425 E. Camelback, #950, Phoenix, AZ 85016.* Chairman of Board, McKee Holding Company; business involvements in real estate, banking, and oil.

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.

Palmer A. Reynolds, *Residence, 1516 Gettysburg Landing, St. Charles, MO 63301;*

business address, Phoenix Textile Corporation, 13652 Lakefront Drive, St. Louis, MO 63045. President, Phoenix Textile Corporation; public speaker; first vice president, National Organization of Women Business Owners, St. Louis chapter; board member, Missouri Venture Forum; secretary, Development Committee, Foreign Mission Board, SBC.

Linda J. Roos, *Residence, 1199 Clayton Place Drive, St. Louis, MO 63131.* Private practice in marriage and family counseling; board member, the Metropolitan School, the Christian Civic Foundation; member and past president of the board of the North Side Team Ministry; member, advisory board of Dehoney Center, Southern Baptist Theological Seminary; board member and officer of P.E.O.

Gerald R. Sprong, *Residence, 37 Court Lane, St. Joseph, MO 64506; business address, The Morris Plan Company, P.O. Box 518, St. Joseph, MO 64502.* President and director, The Morris Plan Company; Director of St. Joseph Light and Power Company and First Savings Bank of Manhattan, Kan.

Joy Steincross, *Residence, 912 Wildbriar Drive, Liberty, MO 64068.* Active in denominational work of both Missouri Baptist Convention and Southern Baptist Convention; member, Coordinating Council, Cooperative Baptist Fellowship; 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 P.E.O.; Liberty Symphony board of directors; Nursing School advisory board; accomplished musician, public speaker, and church leader.

Harvey M. Thomas, Ph.D., *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, American Psychological Association, Midwest Psychological Association, Kansas City Psychological Association; certified psychologist, Missouri; Pi Kappa Delta; Sigma Xi.

Committees

William E. Turnage, *Residence, 230 Lakeside Drive, Liberty, MO 64068; business address, Missouri Court of Appeals Building, 1300 Oak Street, Kansas City, MO 64106.* Judge, Missouri Court of Appeals, Western District.

Robert W. Webb, *Residence, 1031 W. Edwards, Maryville, MO 64468; business address, First Baptist Church, Maryville, MO 64468.* Pastor, First Baptist Church, Maryville; has served as chairman, Inter-Agency Relations, MBC; member, State Nominating Committee, and member, Executive Board, MBC; former pastorates in Kansas, Arkansas, and Bolivar, Mo.

John F. White, *Residence, 99 Lazell Street, Hingham, MA 02043; business address, Haemonetics Corporation, 400 Wood Road, Braintree, MA 02184.* President, Chairman, and CEO, Haemonetics Corporation; Chairman, CP&S; board member, Massachusetts High Technology Council.

Trustees Emeriti

Robert M. Addison, *2517 Hawthorne, Independence, MO 64052.*

Homer Earl DeLozier, D.D., *1700 Bellevue, St. Louis, MO 63117.*

Samuel E. Maddox, *204 Hill Street, Dothan, AL 36301.*

Eugene M. Moore, *Kingswood Manor, 10000 Wornall Road., Apt. 2402, Kansas City, MO 64114.*

O.Q. (Dick) Quick, *19838 Creekrround Avenue, Baton Rouge, LA 70817.*

Committees of the College, 1992-93

Program and Policy Committees

ADMINISTRATIVE CABINET (A): Cain, Hader, **Kingsley**, Patterson, Phelps, Stone, Tanner

CURRICULUM AND EDUCATIONAL POLICY (A/F): Faculty—M.E. Bleakley, B. Chance, G. Eichhoefer, S. Emig, K.B. Harris,

W. Henning, E. Lane, L. Massa, S. Powers, E. Reynolds, F. Spletstoser, M. Unger; Ex-Officio—Barnes, Schwegler, Shannon, Stockton, Williams; Administrator—**Tanner**

FACULTY COUNCIL (F): Faculty—J. Day, L.A. Harris, **A. Jacobs**, D. Meyer, O. Miller, R. Owens

FACULTY DEVELOPMENT (F): Faculty—L. Bell, D. Brown, **M. Dixon**, J. Hawkins, G. Houston, D. Johnson, S. Nadler, J. Philpot, S. Sherrick

Specific Action Committees

ADMISSION (A/F): Faculty—J. Canuteson, V. Colapietro, E. Webb; Administrators—Norris, Phelps, **Tanner**; ex-officio—Barnes

ATHLETICS (A/F): Faculty—M. Cadd, **D. Kuehne**, M. Walters, Administrator—Tanner

BUDGET (A): Faculty—K. Chatlos; Administrators—Cain, **Hader**, Kingsley, Patterson, Phelps, Stone, Tanner

CHRISTIAN COLLEGE (A/F): Faculty—H. Brown, E. Chasteen, K. David, C. Larson; Administrator—**Cain**

COMMITTEE ON COMMITTEES (F): Faculty—A. Buss, **T. Mathis**, P. Schaefer, M.J. Stockton, P. Schoenrade, M. Walters

COMPUTER FACILITATING (A/F): Faculty—A. Buss, D. Geilker, **P. Riddle**, G. Scottgale, M. J. Stockton; Administrator—Dickerson

FRESHMAN YEAR EXPERIENCE (A/F): Faculty—R. Brown, J. Day, L.A. Harris, E. Helsing, J. Johnson, M. Walters; Administrators—Phelps, Tanner, **Terry**

HONORS COUNCIL (F): **M. Cook**, M. Dixon, S. Fetsch, E. Hoyt, N. Lueders, J. Westlie, D. Wilder; ex-officio—B. Knauss

HUMANITARIAN SERVICE COMMITTEE (F): J. Kersten, K. Harder, M. Williams, N. Ma, **D. Johnson**

INTERNATIONAL/INTERCULTURAL EDUCATION (A/F): Faculty—M. Cadd, T. Mathis, **C. Permenter**; Administrator—Shannon

Committees

LIBRARY (A/F): Faculty—**K. Chatlos**, S. Emig, M. Horne; Administrators—Shannon, Young

PREMEDICAL ADVISORY (A/F): M. Chejlava, **J. Dilts**, M. Dixon, E. Lane, C. Newlon, J. Philpot, G. Scottgale

PRELAW ADVISORY (A/F): V. Colapietro, **E. Hoyt**, A. Jacobs

PRESTIGIOUS FELLOWSHIP ADVISORY (F): D. Duke, **D. Dunham**, R. Edwards, E. Helsing, G. Lane

SABBATICAL LEAVE (A): Faculty—K. Chatlos, D. Geilker, R. Trotter; Trustees—Jones, White, **Reynolds**; Administrators—Kingsley, Shannon, Tanner

THEME (F): **D. Kuehne**, R. Trotter

WHO'S WHO IN AMERICAN COLLEGES AND UNIVERSITIES (A/F): Faculty—S. Emig, F. Flook, R. Garrison, D. Geilker, D. Meyer, I. Munro, E. Reynolds, R. Trotter; Administrator—**Phelps**

Consultative Committees

CAMPUS ORGANIZATIONS AND SPECIAL EVENTS (A/F): Faculty—E. Chasteen, L. Hamilton, B. Knauss, J. Johnson, I. Munro; Administrator—**Phelps**

COLLEGE CONDUCT (F): Faculty—R. Edwards, B. Macke, C. Permenter, P. Schoenrade, **T. Willett**

EDUCATIONAL RECORD REVIEW (A/F): Faculty—L. Holley, J. Kersten, P. Posey, A. Vera; Administrator—**Rychlewski**

INSTRUCTIONAL IMPROVEMENT (F): M. Cook, **C. Green**, S. Powers; Ex-Officio—Dunham

STUDENT FINANCIAL PLANNING (A/F): Faculty—R. Brown, P. Riddle; Administrators—Phelps, **Stone**, Tanner

STUDENT HEALTH ADVISORY (A/F): Faculty—K. Deremer, C. Vera, V. Webb; Administrator—**Taggart**

TEACHER EDUCATION (F): Faculty—**M.E. Bleakley**, P. Gabrielson, R. Garrison, C. Green, B. Macke, F. Moore, C. Robinson, P. Schaefer, M. Stockton

Calendar

Official Calendar 1992-93

Fall Semester

August 28
Residence Halls Open

August 28-31
New Student Orientation

August 31
Registration

September 1
Classes Begin

September 3
Opening Convocation

October 10
Homecoming

October 23
Fall Break

November 24
Thanksgiving Holiday
Begins (5 p.m.)

November 30
Classes Resume

December 14
Finals Preparation Day

December 15-18
Final Examinations

December 18
Christmas Holiday
Begins (5 p.m.)

Winterim

January 11
Winterim Begins

January 22
Winterim Ends

Spring Semester

January 25
Classes Begin

March 5
Achievement Day

March 12
Spring Break
Begins (5 p.m.)

March 22
Classes Resume

April 9
Good Friday Observed

May 10-13
Final Examinations

May 16
Baccalaureate and
Commencement

Summer School

June 7
Summer School Begins

July 30
Summer School Ends

1993-94

Fall Semester

August 27
Residence Halls Open

August 27-30
New Student Orientation

August 30
Registration

August 31
Classes Begin

September 2
Opening Convocation

October 16
Homecoming

October 22
Fall Break

November 23
Thanksgiving Holiday
Begins (5 p.m.)

November 29
Classes Resume

December 13
Finals Preparation Day

December 14-17
Final Examinations

December 17
Christmas Holiday
Begins (5 p.m.)

Winterim

January 10
Winterim Begins

January 21
Winterim Ends

Spring Semester

January 24
Classes Begin

March 4
Achievement Day

March 11
Spring Break Begins
(5 p.m.)

March 21
Classes Resume

April 1
Good Friday Observed

May 9-12
Final Examinations

May 15
Baccalaureate and Com-
mencement

Summer School

June 6
Summer School Begins

July 29
Summer School Ends

Directory of Campus Facilities

Academic Buildings:

Curry Library

Baptist Historical Society
Browning Theater
Education Department
Fine Arts Program
History Department
Nursing Department
Sociology Department

Jewell Hall

Business Administration and
Economics Department
Communication Department
English Department
Language Department
Philosophy Department

White Science Center

Biology Department
Chemistry Department
Math and Computer Studies
Department
Physics Department
Political Science Department

Mabee Center

Physical Education
Department

Pillsbury Music Center

Forbis Recital Hall
Lovan Community School
of Music
Music Department
Perry Learning Resource
Center

Special Services Buildings:

Ely Hall

Custodial Office
Physical Plant Office
Security Office
Skillling Health Center

Greene Hall

Administrative Services
Admission
Associate Dean/Oxbridge
Overseas Study
Business Office
Information Center
President
Provost and Dean
Registrar
Student Financial Planning

Marston Hall

(under renovation in
the 1992-93 year)

Power Plant

Building Services

Yates College Union

Bookstore
Career Development and
Placement
Counseling and Testing
Dean of Student Affairs
Food Service
Housing Services
Student Activities
Student Affairs

Other Buildings:

Brown Hall

Art Department
Continuing Education
Advancement
Development and Alumni
Doniphan Room
Journalism and Student
Newspaper
Microcomputer Laboratory
Peters Theater
Psychology Department
Public Relations/
News Services
Radio Station KWJC
Stocksdale Art Gallery
Theatre Program

Gano Chapel

Chaplain
New Horizons Center
Religion Department
Spurgeon Center for Ministry
Student Ministries

Greene Stadium

Elliot C. Spratt

Outdoor Sports Complex

Polly Grant Memorial
Baseball Field
Soccer Field
Softball Diamonds

Hester Alumni Center

Guest Suites

President's Manse

Housing:

College Place West

Melrose Hall

Temple 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

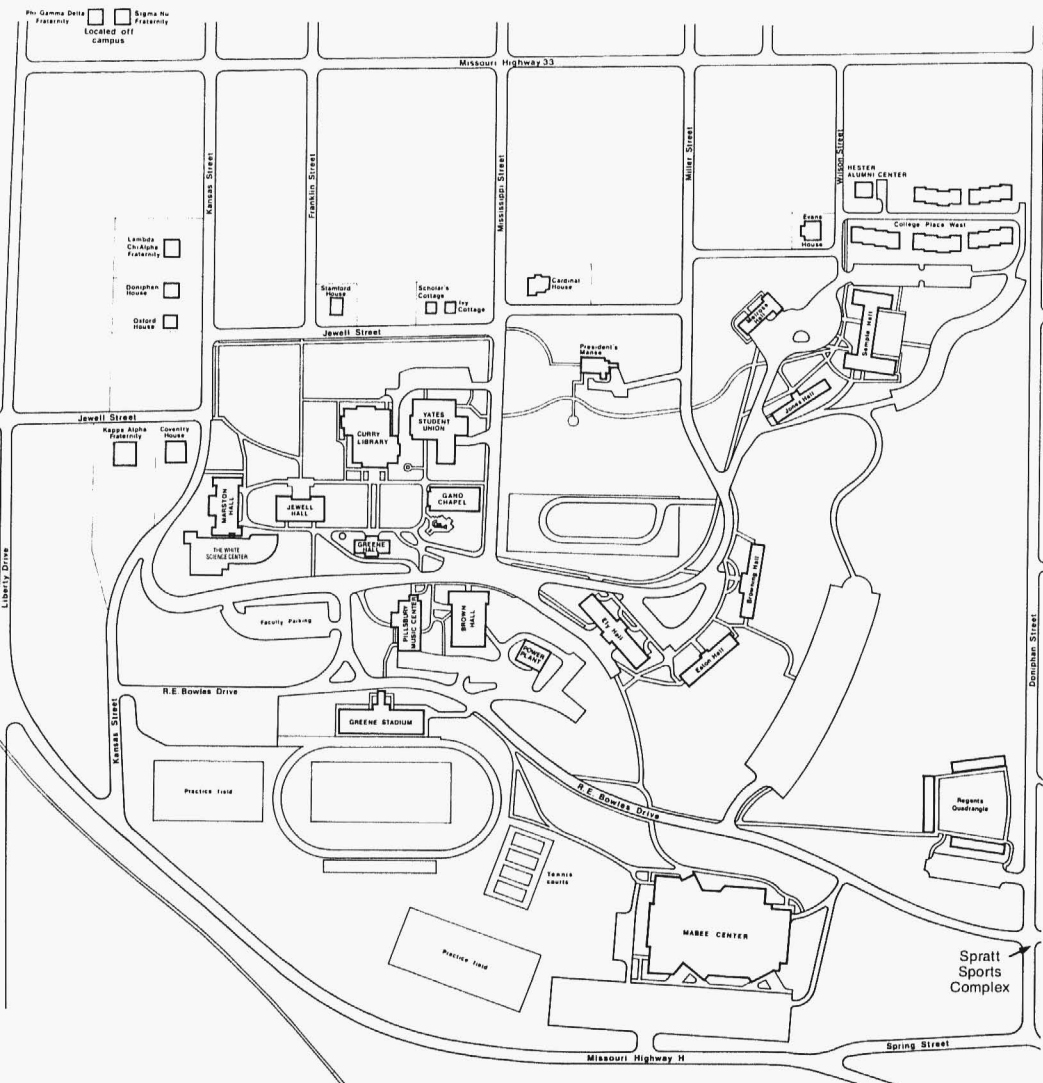
Cardinal House

Evans House

Phi Gamma Delta Fraternity

Sigma Nu Fraternity

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Student Information

The Academic Program

Courses Of Study/Art

Biology

British Studies

Business Adm. & Economics

Chemistry

College-Wide

Communication

Education

English

Foundations

History

Languages

Mathematics-Computer Studies

Music

Nursing

Oxbridge

Philosophy

Physical Education

Physics

Political Science

Psychology

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