

WILLIAM JEWELL COLLEGE



1998-1999 C  talog

Table of Contents

Student Information	1
The Academic Program	11
General Education	34
Foundations	39
Departmental Majors	41
Art	43
Biochemistry	45
Biology	46
British Studies	49
Business Adm. & Economics	50
Chemistry	57
College-Wide	61
Communication	62
Computer Studies	67
Education	71
English	78
Geography/Geology	83
History	84
Humanities/Ind. Study/Japanese Studies	87
Languages	88
Leadership Studies	94
Mathematics	96
Music	98
Nursing	105
Oxbridge	109
Philosophy	120
Physical Education	124
Physics-Astronomy	128
Political Science	131
Psychology	135
Religion	138
Service Learning	142
College Personnel	143
Board of Trustees	155
Committees	157
Calendar	159
Campus Map	160
Campus Map Key	161
Index	162

Welcome to William Jewell College, the preeminent institution in the Midwest for liberal arts programs that educate leaders in the professions and that forge learning “connections” for personal wholeness. Founded in partnership with the Baptists of Missouri and named in honor of Dr. William Jewell, frontier statesman, physician and philanthropist, William Jewell College was among the first four-year men’s colleges west of the Mississippi. The institution’s mission today is much the same as it was when the college was founded in 1849:

- *To provide students a liberal arts education of superior quality;*
- *To serve communities beyond the campus educationally, culturally, and socially;*
- *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.*

William Jewell remains a small, private, independent liberal arts college, deeply rooted in its Baptist heritage and committed to connecting education which liberates and enhances a person’s intellectual and spiritual life with practical application in work and service.

This paradox of newness as tradition is resolved by tracing the history of the liberal arts college as a uniquely American institution of higher education. William Jewell College, like other liberal arts colleges founded in the nineteenth century, was intended to educate citizens to build communities in the wilderness. If learning was to bring personal fulfillment, it was also to cultivate the practical intelligence demanded by the challenges of the frontier. Practical intelligence was often to be reinforced by Christian character. Like many of these nineteenth-century colleges, William Jewell was denominational, dedicated to spreading the gospel through an expanding nation. Thus, the college accomplished its mission of instilling Christian commitment through work and service by teaching “ancient languages” and mathematics and natural sciences to young men headed for practical leadership in the pulpits and schoolrooms of new wilderness communities. In contemporary terms, it accomplished its mission by combining liberal arts and professional education.

The essential mission continued into the twentieth century, though the expression of it changed as the society changed: women were admitted as well as men when the college became coeducational in 1921, and the curriculum expanded to include subjects

preparing young people for lives which were personally fulfilling and practically useful in an increasingly complex technological world. The expression of that mission must continue to be dynamic, however, because the "wilderness" of the new millennium has changed and the communities within it have new and often desperate needs for Christian liberal arts education to address.

Today's wilderness is a society threatened with disintegration of values and institutions, characterized by loss of community, and peopled by individuals who are often alienated within themselves and isolated from each other or even in conflict. The education most needed for life and practical service in this wilderness is one which connects—connects the parts of the individual self into wholeness, connects one individual to another, and connects the educational institution to the larger communities of its locality, of the nation, and of the world. That is the education William Jewell provides. That has always been the essence of William Jewell's mission; both the liberal arts philosophy of broad connected knowledge and the gospel message of reconciling wholeness have prepared students for practical application in the world.

At the dawn of the new millennium, William Jewell revitalizes its historic mission by making connectedness the

core of its institutional life. It emphasizes connections among ideas, subjects, and experiences in the content of its educational programs, both inside and outside of the classroom. It forges connections with broader communities. Words like "connection," "coherence," "integration," "coordination," "collaboration," "wholeness," "communication," "network," and "system" resonate here, laden with educational value for the new wilderness. This emphasis on connection, particularly on the integration of liberal studies and the world of work, gives William Jewell its educational power and its distinctive identity as an institution uniquely qualified to prepare contemporary students to face the complex issues of the new frontier.





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Equal Opportunity

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

Accreditation

William Jewell College is accredited by the North Central Association of Colleges and Schools. The following departments are also accredited: education by the Missouri Department of Elementary and Secondary Education; music by the National Association of Schools of Music; nursing by the Missouri State Board of Nursing and the National League for Nursing.

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

Student Information

Student Information

William Jewell College encourages applications from students who are serious about enrolling in a coeducational 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 based on a current high school transcript;
- Scores from the SAT I or ACT;
- Personal essay;
- Recommendation by two persons who can write knowledgeably about the applicant's academic abilities and qualities of character.

The college strongly recommends that graduates from accredited high schools have 20 units of high school credit according to the following:

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

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 and many advanced placement programs, 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.

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 I or ACT.
4. Two recommendations.
5. Personal essay.

Transfer Students

William Jewell College welcomes transfer students from regionally accredited two- and four-year colleges. Students should be aware that 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

Student Information

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 fee.
2. Forward a copy of the high school transcript if transferring fewer than 30 hours.
3. Have official copies of transcripts forwarded from *each* college previously attended.
4. Submit personal essay (optional).

Student credits will be considered 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 GEN 102 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 course work completed at a four-year college prior to attending the two-year college) will increase the number of hours required for graduation. A minimum of 30 semester hours must normally be completed in residence at William Jewell, including at least 12 hours in the major, to meet degree requirements. Transfer students must successfully complete the William Jewell College Writing Proficiency Test before the end of the first semester at Jewell.

Accepted Applicants

Students who receive confirmation of acceptance by the college for study in the day program are required to post a \$50 enrollment deposit. This deposit is applied to tuition and is refundable until May 1. After May 1, the deposit will be applied to the student's tuition or forfeited, if the student does not attend.

Resident Applicants

In addition to the enrollment deposit, individuals who want to be resident students must submit a housing application and a room reservation deposit of \$100. Making the deposit cannot guarantee a place in a residence hall, and

assignments are made reflecting the order in which the deposits are received.

After June 30, 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 students occupy a residence hall room, the fee becomes a reservation deposit until they graduate or leave the residence halls. If a student intends not to return to the residence hall, the student may request a refund at the student affairs office. Where no damages have been assessed and all other financial obligations to the college have been satisfied, the deposit is refundable. A student notifying the student affairs office of the intention not to reside in the residence hall prior to June 30 for fall semester and December 1 for spring semester will receive a full refund; if notification is not made, the deposit is forfeited.

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 aid.

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

Students seeking financial aid on the basis of financial need must complete the William Jewell College Scholarship Application and the Free Application for Federal Student Aid (FAFSA). Where need is not a factor in the award (i.e., the Pastor's Christian Leadership Award, Academic Excellence Scholarship) the FAFSA is required only if aid is sought beyond the amount of the special grant. It is recommended, however, that all applicants file the FAFSA by March 1 each spring.

Student Information

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. Based on William Jewell College's minimum progress standards which follow, a four-year baccalaureate program would take five years to complete. 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; halftime students (6-8 hours) must complete a minimum of 12 hours per year.

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

Students not completing the required number of hours will be allowed a one-semester grace period to complete the minimum cumulative credit hours provided the student has not achieved a junior level classification (60 credit hours). If the junior level has been achieved, the student will not be allowed the one-semester grace period. Aid will automatically be terminated. A student may appeal the termination (see Appeal Procedure which follows). If it is determined that a student cannot complete the deficient hours in a 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 for full-time students:

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

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

Grade Point Average Requirement.

The following categories define the minimum GPA 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 GPA for aid eligibility.

<i>Class/Min. GPA</i>	<i>Min. Aid GPA</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 GPA. A student who fails to raise the cumulative GPA 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 GPA for the class standing is dropped for scholastic deficiency and is ineligible for college, state and federal student aid. A student is not allowed a grace period. A student readmitted to the college after academic dismissal is not eligible for college, state or federal financial aid until the minimum cumulative GPA of 2.0 is met and the required number of credit hours is satisfactorily completed.

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

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 Director of Student Financial Planning. The committee will notify the student of its decision.

Student Information

Academic Scholarships. 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 GPA to 3.0. A student who fails to raise the GPA will not be eligible for the academic scholarship. A student whose academic scholarship is not renewed will be ineligible for an academic scholarship until a cumulative GPA of 3.0 is achieved.

Recipients of the Marian Greene Education Scholarship (if full tuition) and the William Jewell Distinguished Scholars Award (if full tuition) must complete a minimum of 14 credit hours per semester with a cumulative grade point average of at least 3.5. Scholarship renewal eligibility is reviewed at the end of the academic year. A probationary semester is provided as well. Note: Only one probationary semester will be permitted for academic scholarship recipients.

Financial Aid Limitations. 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 aid. 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 aid eligibility.

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

Forms of Assistance

Scholarships and grants assistance which do not have to be repaid include Academic Excellence Scholarships, 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 Scholarships, Ministers' Dependents, Federal Pell Grants, Missouri Student Grants (MSG), and Federal Supplemental Educational Opportunity Grants (FSEOG).

Loan assistance, which must be repaid, also is available: Federal Direct Subsidized and Unsubsidized Student Loans, Federal Perkins Loans, Federal Nursing Student Loans, Federal Direct Parent Loans (PLUS), William Jewell College loans, and various monthly payment plans.

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

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

Students considering a church-related vocation are eligible for up to \$1,800 in 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	\$6,120	\$12,240
Room**	825	1,650
Board-19 meal plan*	1,125	2,250
	<hr/> \$8,070	<hr/> \$16,140

*An alternate board plan (14 meal plan) is available at \$1050 per semester, \$2,100 per year.

**Single rooms are available for an additional \$200 per semester, \$400 per year, with the exception of Browning Hall which is an additional \$415 per semester, \$830 per year. Single occupancy in a double room is available for an additional \$415 per semester, \$830 per year.

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

Books and supplies	\$600
Personal expense and transportation	\$2,600

Students registering for more than 17 credit hours per semester pay \$214 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), Campus Ministry Internship (CRV204) and Private Music Lessons (MUS 111, 211, 212, 411, 412). (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 \$500 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	\$160
Credit by examination, per semester hour	\$ 25/hr.
Graduation fee	\$ 60
Vehicle Permits	\$ 25/sem.
Returned checks	\$ 20
Supervised Student Teaching Education (EDU 410, 423-424 and 425)	\$ 125
Deferred Payment of unpaid balance/month	1%

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 William Jewell College 8 Pay Plan. Those who do not satisfy their financial obligations before the first day of classes may be assessed a deferred payment charge. To receive additional information regarding these options contact Student Accounts in the Business Office, (816) 781-7700, ext. 5164.

America's Tuition Assistance Corp. (ATP) offers additional installment plans. To receive information on these plans contact the Business Office, (816) 781-7700, ext. 5164 or the Office of Financial Planning, 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	\$110
Additional lessons, per lesson	\$ 65
Class lessons	\$ 60

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

Student Information

Refund Policies

William Jewell College will credit institutional charges (tuition, fees, room and board) for withdrawals and cancellations in accordance with the following schedules. Student recipients of Federal Title IV financial aid who are attending the College for the first time will be subject to the Pro Rata Refund Policy. All other students will be subject to the Federal Refund Policy adopted by William Jewell College:

William Jewell College Refund Policy

On or before the first day of classes	100%
Within the first and second week of the enrollment period	90%
Within the third and fourth week of the enrollment period	50%
Within the fifth, sixth, seventh and eighth week of the enrollment period	25%
After the ninth week of the enrollment period	0%

Pro Rata Refund Policy

On or before the first day of classes	100%
Within the first week of the enrollment period	90%
Within the second and third week of the enrollment period	80%
Within the fourth week of the enrollment period	70%
Within the fifth and sixth week of the enrollment period	60%
Within the seventh week of the enrollment period	50%
Within the eighth and ninth week of the enrollment period	40%
After the ninth week of the enrollment period	0%

Federal Title IV aid recipient refunds will be distributed in the following order:

- Unsubsidized Federal Direct Loan
- Subsidized Federal Direct Loan
- Federal Direct Parent Loan
- Federal Perkins Loan
- Federal Pell Grant
- Federal Supplemental Educational Opportunity Grant
- Other Title IV Aid Programs
- Other Federal, State, Private or Institutional Student Aid

Refunds to Title IV financial aid programs will be made within 30 days from student's official withdrawal date or the date the college discovers that the student unofficially withdrew. Verification of withdrawal or cancellation must be in writing and initiated through the Dean of Students.

Requests for refunds must be in writing and addressed to the Business Office Manager. Examples of the application of the refund policies are available upon request by contacting the Office of Student Financial Planning. William Jewell College may exclude from refund documented costs of nonreturnable equipment or returnable equipment not returned in good condition within 20 days of the student's withdrawal.

This schedule applies to students reducing registration to 17 credit hours or whose registration is altered from full-time to part-time classification (below 12 credit hours). Willingness to assume financial responsibility is a mark of increasing maturity. Students whose accounts with the college are unsatisfactory are not allowed to preregister, 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 Information

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 services 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 reading improvement 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 34th season, the nationally recognized William Jewell College Fine Arts Program brings acclaimed performers from the worlds of music, dance and theater to Kansas City's Music Hall and Folly Theater. In addition, an Education Series allows Jewell students and community members to view artists in a more informal setting of master classes and lectures. Among the performing artists who have appeared on the series are Luciano Pavarotti, Leontyne Price, Itzhak Perlman, Rudolf Nureyev, Yo-Yo Ma, American Ballet Theatre

and the Broadway production of STOMP. Students attend the Fine Arts performances at no cost.

Achievement Day

Each year, Achievement Day marks the celebration of the William Jewell tradition as the "Campus of Achievement." Outstanding alumni are invited back to campus to receive citations for achievement and to lead seminars in their professional fields for interested students.

The formal occasion 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 men's basketball team is a strong NAIA competitor having made the Final 4 four times in the past six years. The football team made NAIA history by going to national playoffs four consecutive years and by becoming the first college in NAIA history to win 500 football games. The college is a member of the Heart of America Athletic Conference and competes in the following sports: for men-- baseball, basketball, cheerleading, cross-country, football, golf, soccer, tennis, and track; for women-- basketball, cheerleading, cross-country, dance team, golf, soccer, softball, tennis, track 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.

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

Student Information

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 chorale 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 interdisciplinary examinations of contemporary life from the Christian perspective. The Walter Pope Binns Distinguished Lectureship, named in honor of the late William Jewell president, and supported by a gift of the Callaway Foundation, brings internationally known Christian scholars to the campus each year. 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 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 proclamation.

In keeping with our Baptist heritage, attendance at worship is by personal choice.

In an effort to maintain the integrity of the worship experience, the college chaplain is responsible for this hour each Thursday morning at 9:45 a.m. The chaplain fills the role of the college pastor/preacher and worship leader. Occasionally, campus guests are invited to lead the worship experience. Once each month, the chapel hour may be used as a lecture period in an effort to integrate faith and learning.

Since chapel is the main weekly gathering of the college community, the first 10 minutes of the chapel hour may be devoted to student concerns, announcements, issues, and introductions before the community moves into the worship experience.

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 worship, fellowships, retreats and the campus coffee-house.

In order to share the Christian faith off-campus, CSM sponsors the singing group *ACACIA*, soup kitchen programs, ministry teams, and overseas missions to developing countries. All CSM activities are under the leadership of the Campus Minister.

CSM works in partnership with other campus Christian groups such as Alpha Omega and Fellowship of Christian Athletes to involve a wide range of students in the Christian life.

Student Activities

Every student at William Jewell has a voice in government through Student Senate. This elect-

ed 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. Thirty-eight 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 student handbook.

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 except seniors are expected to live in the residence halls. 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 CUA student handbook/calendar. Students should read this handbook carefully to become familiar with

Student Information

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* or to the *Tatler* yearbook. One need not be a communication major to contribute to these major publications. All students are invited to contribute art work, fiction and/or poetry to *Facets*, the annual literary magazine.

The Hilltop Monitor

Students have the opportunity to contribute to the weekly student newspaper, *The Hilltop Monitor*. One may participate through reporting, copyediting, photography, graphics, and/or design. Students will have the opportunity to build portfolios. Students of any major are invited to take part.

Debate

The debate program is one of the oldest student activities on campus. WJC debaters have not only distinguished themselves by successfully competing against any collegiate debate program in the nation, but have also gone on to become leaders in their communities. The college consistently ranks among the top collegiate debate programs in the country. The program is distinctive in its commitment to a student-oriented, developmental balance of both academic and competitive goals. Debaters at all experience levels are invited to participate and set their own goals for achievement.

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 members, as actors and as technicians. Many opportunities in acting, directing, design and stage 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 fea-

Student Information

turing proscenium, thrust or arena configurations. Because of the adaptable Peters Theater, students can experiment with many audience-actor relationships.

Radio

KWJC is William Jewell's student-operated radio station. The station broadcasts in stereo on 91.9 FM with a power of 250 watts. KWJC features a variety of programs, including contemporary Christian music, classical music, talk shows, weekly broadcasts of the William Jewell chapel service and the Second Baptist Church of Liberty worship service, and play-by-play broadcasts of William Jewell football and basketball games. Students interested in working at KWJC should call the station at extension (5429).

Art Gallery

The Ruth E. Stocksdale Gallery of Art was founded in 1982. It is one of the finest college gallery spaces in the region. Located on the second floor of Brown Hall, this modern exhibition space yearly features a variety of work by nationally and regionally known artists, Jewell art faculty and students.

Bowles-Skilling Health Center

The basic health care needs of the William Jewell College student are met through a comprehensive health care program provided by the Bowles-Skilling 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. The Health Center staff consists of the Director of Student Health Services, who is a registered nurse, and three board-certified physicians. Health Center services include immunization injections by appointment; assistance in self-management of long-term or chronic illness and handicapping conditions; and emergency first aid during regular clinic hours (7 a.m. - 11 a.m. Monday - Thursday). Emergency care is also available through security or student affairs during hours the clinic is not open (see Emergency Response Guide). Additional services include an allergy clinic through the Liberty Clinic; 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 transfer and international students are required to furnish the Health Center with completed Health Information and Immunization History Forms prior to attending classes (refer to Pre-matriculation Immunization Requirement). A physical examination is not required. William Jewell College does not provide health insurance for its students; insurance information is available through the Health Center or Student Affairs office. It is strongly advised that students arrange for personal coverage either as individuals or through their parents' health insurance plan. However, health insurance is required for those students participating in the athletic programs.

Motor Vehicles

Permits for motor vehicles are issued through the Business Office. The parking and operation of vehicles are subject to safety regulations provided in student and faculty handbook.

The Academic Program

Academic Advising

Academic advising is an important part of the teaching process at William Jewell. In most instances, freshmen will be assigned to academic advisors in their chosen areas of major study. Departments with an unusually high number of majors often do not accept freshman students as advisees. This is to ensure that advisors do not have so many advisees that they are unable to provide each student with the time she or he deserves. Freshmen in high demand majors, therefore, as well as students who have not yet declared a major (Open students), will be assigned to faculty advisors throughout the campus community. Later these students are assigned to an advisor in their major fields of study. 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

The faculty of William Jewell College 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. Students are required to present their ideas in a clear and coherent manner, free from grammatical or stylistic errors, using appropriate documentation correctly. Such faculty determination is unusual in American higher education and constitutes a distinctive feature of the William Jewell experience.

William Jewell's commitment to writing across the curriculum begins in the general education program entitled "The Responsible Self." Level I courses (GEN 100, 101, 102, and to some extent 103), typically taken in the first year, help students make the transition to college writing. The GEN ED writing lab, staffed by professional writing teachers, offers individualized tutorial assistance to students with specific writing needs. While most students take GEN 102

(Written Communication), those whose admission scores and results on the writing placement test offered at the beginning of the

Fall semester indicate advanced writing skills are eligible to take GEN 102A (Advanced Written Communication), offered in the spring semester. Since writing is used as a tool of learning at Levels II and III of the general education program and in disciplinary majors as well, all students of the college are expected to pass the Level I writing competency exam before proceeding to more advanced levels of study in the general education program. Successful completion of GEN 102, or of an equivalent writing course at another institution, is prerequisite to taking the exam. Those students who fail the writing competency exam must re-enroll in and successfully complete both GEN 102 and GEN 95, the Writing Lab, before they can retake the writing exam. These 4 credit hours will not apply toward graduation. No student who has not passed the writing competency exam will be permitted to register for more than one Level II GEN ED course.

Transfer students (including new students seeking transfer credit for a college level writing composition course) must take the Level I writing competency exam in their first semester at the college. If they fail the test, they must enroll in and successfully complete GEN 102, after which they may retake the competency exam.

Until 1999 students in the distribution curriculum 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. All Level II courses in "The Responsible Self" curriculum have writing components embedded in them by design. Priority for enrollment in these courses will go to students who enrolled in the new curriculum in 1996 or after. However, where space is available, these courses will satisfy the writing component for the distribution curriculum. Since some students may come to college without having had many writing experiences in high school or may sim-

The Academic Program

ply feel inadequately prepared for college writing, the Academic Achievement Center (101 Jewell Hall, in addition to the GEN Ed writing lab, offers materials and personnel to help students with writing in all classes and is available without cost.

General Education

General Education is that part of the college's curriculum that specifically aims to prepare students to be both successful and reflective citizens of a global community.

In its historical sense the meaning of Liberal Arts comes to its fullest expression in a general education program that equips students with broad learning skills in addition to a breadth of experience and depth of intellectual perspective.

In William Jewell's General Education curriculum the aim is to provide students with "an educational experience that can liberate each individual from the tyrannies of ignorance, provincialism, self-centeredness, and close-mindedness."

Students will study the traditional disciplines — for example, Biology, Chemistry, History, Literature, Music, Philosophy, Physics, Political Science, Religion, the visual and plastic Arts — as they arise from and are relevant to the student's search to understand the meaning of "The Responsible Self" in modern societies.

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 program of Liberal Arts studies.

The curriculum offers students a learning experience that builds through three stages: an introductory/skills level, an intermediate interdisciplinary level, and an advanced capstone level.

In these three levels of study the student achieves a total of 38 hours of course credit through courses designed specifically for the purpose of satisfying the college's goals and objectives of Liberal Arts education.

Far from being introductions to disciplinary majors, these courses aim to deal with ques-

tions, ideas, and experiences that are larger than any single academic discipline.

With such a solid foundation of learning skills and breadth of knowledge a student can excel in his or her area of chosen major study, and then enter the world beyond college with confidence.

GENERAL EDUCATION POLICIES

Language. Students pursuing the B.A. degree, who have studied language other than English in high school for two years or more, may not enroll for credit in the same language at the 111, 112 level (or Greek 113, 114). All students entering from high school who have studied a language other than English for two years or more are required to take a placement test prior to enrollment in a language course at Jewell and are required to enroll at the level indicated by the test. Students whose test score is inadequate for entry into the intermediate level or higher will enroll, for elective credit, in an Accelerated Elementary Course (FRE, GER, SPA 114) prior to entry into the intermediate level. (This course will review the entire elementary sequence in one semester.) Transfer students who have completed an intermediate course (second year of study) at an accredited college or university will be deemed to have met the language requirement. Transfer students with less college credit will enroll at the level above the highest level course on their transcript. 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 may satisfy the language requirement in English. Successful completion of one semester of study at Jewell in English will satisfy the requirement.

Provisional Guidelines for Implementation: 1996-1999. This General Education program replaces both the Foundations and the Distributional General Education programs. The freshman classes of '95, and '94, will be completing courses for the catalogs under which they entered the college. As previous classes graduate, the older general education programs will be phased out. Despite the best efforts to accommodate all student choices and needs, inevitably some of the upperclassmen will need to satisfy some of their

The Academic Program

general education requirements by taking courses in the new program.

During the period of transition from one general education curriculum to another, the minimum passing grade for all Level I and Level II courses (including the Level I writing competency exam) is D. Students seeking transfer credit in writing must nevertheless have a grade of C on the transfer course.

Advancement through the Program. Ideally students should complete each level of general education study before moving to the next level. However, due to the requirements of some majors, there is occasionally the need to begin the next level of study while completing the final course in the preceding level. In cases where Freshmen seek to begin Level II courses in their second semester of the Freshmen year, the following stipulations apply: 1) those students must have completed or be completing simultaneously all Level I courses; 2) those students must have passed the Level I writing competency exam before enrolling in a Level II course.

Current Students in Distribution Curriculum. Students who entered the college's day program prior to Summer of 1996 and who graduate within seven years of this date of entrance, may satisfy the general education requirements of the distribution curriculum as outlined in the 1995-96 catalog, while also satisfying requirements for a major or majors in the 1996-97 or a subsequent catalog.

Students who matriculated prior to 1996, are in the Distribution Curriculum, and who need to satisfy general education requirements in COM (100), and ENG (100), will need to enroll in GEN 101 (Oral Communication), and GEN 102 (Written Communication). Students who need to satisfy general education requirements in MAT may still take MAT 145, although GEN 103 will be open to them. Students who matriculated prior to 1996, and who still need to satisfy general education requirements for the Sciences (one having a lab component), may satisfy these requirements by taking courses in the category entitled *Science and Technology in Human Experience* on a space available basis.

Students who matriculated prior to 1996, and who still need to satisfy general education requirements in Humanities (12 hours for BA, 8 hours for BS) may satisfy these requirements, with the exception of the literature course requirement, through courses in the category entitled *Culture and Traditions*.

Students who matriculated prior to 1996, and who still need to satisfy general education requirements in Social Sciences (12 hours) may satisfy these requirements through courses in the category entitled *Power and Justice in Society*.

Students who matriculated prior to 1996, and who still need to satisfy general education requirements in Religion (4 hours), may do so by taking either REL 110 or a course from the category entitled *The Sacred and Secular*.

B.S. Foreign Language Substitution. For academic year 1998-99 The Provost will interpret the Bachelor of Science Foreign Language substitution to be satisfied by one 4 credit hour course in the Culture and Traditions category, or 4 credit hours from the following list of courses.

HIS 224 (2 hrs.). Modern China; &

HIS 226 (2 hrs.). Modern Japan

ENG 390 (4 hrs.). Major World Author

GEN 278 (4 hrs.). Islam and the West

REL 271 (4 hrs.). Religions of Asia, Africa and Native America

REL 272 (4 hrs.). Judaism, Christianity and Islam

REL 362 (4 hrs.). Archaeology of Ancient Religions

REL 363 (4 hrs.). Comp. Lit. and Religion of Greco-Roman Worlds

Transfer Students. Students who transfer to Jewell from another college with fewer than 30 semester hours of credit will enroll in the new general education program. During the period of implementation for the new program (until the fall of 1999), students who transfer to Jewell

The Academic Program

from another college with 30 or more semester hours of credit, will fulfill general education requirements through the distribution curriculum program (see below).

All first-time freshmen, including those with transferable college credit earned while attending high school, will enroll in the new general education program.

In all cases of transfer credit (for transfer and first-time freshmen), the registrar will accept comparable college level skills courses to fulfill requirements for those specific courses in both the new general education and the distribution programs.

DISTRIBUTION CURRICULUM

(For transfer students with 30 hours or more.)

Bachelor of Arts Degree:

The general education pattern for the B.A. degree includes:

1. GEN 102 or OXA 150.
2. GEN 101, Oral Communication.
3. Two (or more) Physical Education activity courses totaling at least 2 hours. (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. REL 110 or a course from the category entitled *The Sacred and Secular*.
5. Proficiency in a foreign language. This requirement may be met by demonstrating language proficiency commensurate with 12 hours of work in one foreign language. Students who present two or more units of high school language are required to take a placement test. Students who thereby attain placement at the intermediate level may satisfy the language proficiency requirement by passing four semester hours in the same language in courses at the intermediate level or higher. Students whose placement test scores do not qualify them to enroll in an intermediate course (211) must enroll in the accelerated elementary course (114). 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), including one laboratory science or one course in the category entitled *Science and Technology in Human Experience* and one of the following courses emphasizing quantitative reasoning skills: GEN 103, MAT 145, 199, 200, 216, or OXS 210.
7. Twelve hours from Social Sciences (economics, history, political science, psychology, sociology), selected from at least two separate fields. (Courses may be selected from the category entitled *Power and Justice in Society*.)
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, 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 REL 110-111 and 341, CRV 201-205). (With the exception of the literature course, courses may be selected from the category entitled *Culture and Traditions*.)

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. (A student must have 84 hours outside the one subject-matter field.)

The Academic Program

Bachelor of Science Degree:

Students majoring in accounting, music, nursing, and information systems elect the following general education pattern leading to the B.S. (majors in business administration, elementary education, and music may elect either the B.A. or the B.S. degree):

1. GEN 102 or OXA 150.
2. GEN 101, Oral Communication.
3. Two (or more) Physical Education activity courses totaling at least 2 hours. (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. REL 110 or a course from the category entitled *The Sacred and Secular*.
5. Eight hours from Mathematics and Natural Sciences (biology, chemistry, computer science, mathematics, physics), including one laboratory science or one course in the category entitled *Science and Technology in Human Experience* and one of the following courses emphasizing quantitative reasoning skills: GEN 103, MAT 145, 199, 200, 216, or OXS 210.
6. Twelve hours from Social Sciences (economics, history, political science, psychology, sociology), selected from at least two separate fields. (Courses may be selected from the category entitled *Power and Justice in Society*.)
7. Eight 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, 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 REL 110-111 and 341, CRV 201-205). (With the exception

of the literature course, courses may be selected from the category entitled *Culture and Traditions*.)

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. (A student must have 64 hours outside the one subject-matter field.)

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 a minimum of 124 semester hours of college work as specified in the catalog 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 45. (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

The Academic Program

who returns after an absence, and who has not graduated, may expect to be required to change to the requirements set forth in later announcements. The Dean of the College will assist in such cases. The curriculum of the college is under continuing development, and a given catalog cannot constitute a contract with the student. Every effort is made, however, to achieve fair and reasonable adjustment for students affected by curricular change.

3. Satisfactory completion (with a grade of C or higher in each course) of not fewer than 24 hours in the major is required for graduation. Students who transfer into the college must complete in residence a minimum of 12 hours in the major. Majors in elementary education and music education must meet certification requirements. Specific requirements are outlined in handbooks available in the respective departments.
4. Credit earned in English 100, Communication 100, and the required religion course, all part of the General Education program, does not apply to the requirements in the area of concentration. Otherwise, a course applying toward the major may also apply toward one General Education requirement. (Applicable only to students entering prior to 1996 or transfer students completing the general education distribution curriculum.)
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 four-year college or university of recognized standing. 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 ten 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.

Assessment

Under the 1992 and 1993 amendments to the Higher Education Act of 1965, a college or university must assess the academic achievement of its students. Accordingly, William Jewell students must expect to be required to participate in the administration of such assessment instruments as the Cooperative Institutional Research Program (CIRP), the College Student Survey (CSS), and other such instruments as the faculty may find desirable or necessary to administer. The requirement that students participate is a **graduation requirement**.

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.

The Academic Program

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.

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;

FA=failed pass/fail;

I=incomplete;

IP=in progress toward Oxbridge examinations;

NR=not reported;

P=pass;

PR=progress;

R=repeat English 100/GEN 102;

W=withdraw;

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.

The Academic Program

Absences

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

Late Assignments

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

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

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. Students seeking credit should have score reports sent to the Office of the Provost.

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;

The Academic Program

7. No course required for the Pryor Leadership Program;
8. 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.

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 preregistration 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 major 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

The Academic Program

assessed for the audit. If the student is enrolled in fewer than 12 or more than 17 hours, there is a charge of \$155 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.

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.

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 non-traditional area from the several hundred courses offered by the college. Students may examine a culture (e.g., American Studies, Black Studies), an historical epoch (e.g., Colonial America, Medieval Europe, Renaissance England), a combination of disciplines (e.g., Aesthetic Principles in Fine Arts, Social Psychology, Writing), or a specific vocation (e.g., a combination of business and music leading toward a career in the music business). Instructions and forms for preparing an interdisciplinary or non-traditional 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

Oxbridge 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

The Academic Program

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 examination.

William Jewell's innovative adoption 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 of Ideas (an interdisciplinary great books major), History, Institutions and Policy (an interdisciplinary major combining philosophy, politics and economics), Music, and 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. All judgments about admission and good standing in the program are made at the absolute and sole discretion of the program's steering committee: the Oxbridge Subcommittee of the Curriculum and Educational Policy Committee, chaired by the Oxbridge Senior Tutor. 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 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 is 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.

The World Campus

Each student at William Jewell College is encouraged to pursue a foreign study experience. Through programs in England, Europe and Asia, 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 the United States. Programs are open to all students regardless of their major fields of study. The Coordinator of Overseas Study assists students in planning foreign studies.

Criteria for all programs: A student in any overseas program must have passed the Writing Proficiency Examination before departure and must be a sophomore, junior, senior,

The Academic Program

or graduate at the time of departure. No matter what the cumulative GPA or the GPA requirement for a program, the student should have had a semester GPA of 2.0 or higher for the semester before application. The transcript submitted as part of the application should show fulfillment of general education and other requirements in a way which normally leads to timely graduation. Enrollment in an overseas program would have to be denied a student who at the time of departure was on academic or disciplinary probation or who had not arranged to settle any outstanding debts to the college. All judgments about admission to the programs are made at the absolute and sole discretion of the Overseas Study Coordinator, the William Jewell College faculty reviewers of applications, and reviewers at institutions and organizations with which William Jewell cooperates in offering overseas programs.

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.

ENGLAND

Programs in Oxford and Cambridge. 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 the Centre for Medieval and Renaissance Studies, Oxford" or "at Homerton College, Cambridge."

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

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 topics 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 allows 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.

Keble College, Oxford. A few students each year may study at the Centre for Medieval and Renaissance Studies, Oxford, a private program of study affiliated with Keble College. Tutorials and seminars are offered in history, literature, philosophy, religion, and the fine arts with an emphasis on medieval and renaissance studies. All students enroll for a survey course in medieval and renaissance studies, two tutorials, and one seminar each semester. Enrollment is

The Academic Program

for the entire year only. Students earn 32 credits, 16 for each semester.

Harlaxton College. 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 class schedule offers travel opportunities throughout each semester.

Applications are accepted from students in good standing with an average of 2.5 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.

ASIA AND AUSTRALIA

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

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

will earn 24 to 32 hours of credit and may also earn a major in Japanese studies.

See Japanese Area Studies under Courses of Study.

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.

Hong Kong Baptist University. Two students each semester may enroll for a wide variety of academic courses taught in English at Hong Kong Baptist University. Applications are accepted from students with a minimum 3.0 cumulative grade point average who demonstrate personal maturity and adaptability to other cultures and who are practicing Christians. Students with majors in business administration and related subjects, computer science, political science and international relations are especially encouraged to apply.

Australia. Students may pursue the full range of university subjects at either the University of Adelaide or the Australian National University, Canberra through the IES (Institute for the International Education of Students). A cumulative GPA of 3.0 and junior standing are required. The schedule is that of the Australian academic year, which begins in March and continues through November. The first semester is March through June; the second is July through November. February 15 is the application deadline for the second semester of the same academic year or the full year or the first semester of the next academic year.

EUROPE

All European programs except Summer in Spain are offered through the IES. All IES programs require a cumulative GPA of 3.0 or higher and all but the program in Italy require junior or senior standing. All but the programs in Italy and Vienna and the European Community program in Freiburg require previous study of the language involved. Study in many programs can be part of a major in International Business and Language; see the Language section of this catalog. Application deadline varies according to program.

The Academic Program

FRANCE

Dijon. A one-semester program for accounting, business or economic majors, Dijon offers instruction in English, in business, economics, and history as well as the required study of the French language. Field trips are incorporated. Students must complete two college semesters of French before entry. More advanced courses are available to students who have completed study of French at the 300 or 400 level.

Nantes. Study is offered in French language and literature, fine arts, humanities, social sciences, and sciences at the IES center, local universities, and the National School of Music. Also, internships are available in education. All instruction is in French. Enrollment is possible for a full year or for either semester. Four semesters of college study of French are required for fall or full year enrollment, five semesters for spring.

Paris. Courses are taught in French at the IES center, l'Universite de Paris-Sorbonne, l'Institut d'Etudes Politiques, and l'Institut Catholique. Subjects are French language and literature, art history, business and economics, history, music, philosophy, political science, psychology, religion, and sociology. There are internships in business, communications, nonprofit organizations, and education. Enrollment is possible for a full year or either semester, with four semesters of college study of French required for fall or full year enrollment, five for spring.

GERMANY AND AUSTRIA

Berlin. IES courses are offered in art history, business, economics, history, literature, politics, and theatre. German language study is offered through the Humboldt University of Berlin. All courses are taught in German. Enrollment is possible for the full year or either semester. Four semesters of college study of German are required for fall or full year study, five semesters for spring.

Freiburg. A wide range of courses and tutorials is available at the University of Freiburg. IES center courses are offered in art history, economics, German history, German language and literature, and political science. All courses and tutorials are taught in German. Enrollment is

possible for the full year or either semester. Four semesters of college study of German are required for fall or full year study, five semesters for spring.

Vienna. Courses are offered in English at the IES center in anthropology, art history, economics, education, German language, history, international business, international relations, literature, music, philosophy, political science, and psychology. Students who are qualified in the German language may study at the University of Vienna. Music majors who have studied German through at least the intermediate level and who enroll for the full year may study at the Konservatorium der Stadt Wien or the Hochschule fur Musik und Darstellende Kunst. Many courses are taught in English, with instruction in German for qualified students. All students must study the German language. Previous study of German is recommended but not required. Enrollment is possible for the full year or for either semester. Sophomores may be admitted in exceptional cases.

ITALY

Milan. A beginning program is offered in Italian Language and Area Studies, no previous study of the language required. Subjects include immersion study of the Italian language as well as art history, design, history, literature, and political science. A university program is available for students with proficiency in Italian. Enrollment is open to sophomores as well as to juniors and seniors for the full year or for either semester.

MEXICO

University of Guadalajara, Mexico. Intensive Spanish language courses and, for qualified students, courses taught in Spanish on Latin American history, literature and civilization, are offered through the Centro de Estudios para Extranjeros. Students live with Mexican families and are immersed in the culture of Latin America. Enrollment is possible for the full year or either semester.

SPAIN

Summer in Spain. Four to ten hours of credit in intensive study in Cordoba are offered in the

The Academic Program

summers or even years by members of the William Jewell faculty. Information about the program is available from the Office of Continuing Education.

Madrid. Courses are taught in Spanish at the IES center and la Universidad Complutense de Madrid. Subjects include art history, business, economics, history, political science, Spanish language and literature, music, and sociology. Advanced Spanish courses are available to qualified students. Enrollment is possible for the full year or for either semester. Four semesters of college study of Spanish are required for full year or fall enrollment, five for spring.

Salamanca. Courses are taught in Spanish at the IES center and the University of Salamanca. Subjects include anthropology, art history, economics, geography, history, Spanish language and literature, North African studies, political science, religion, sociology, and women's studies. Enrollment is possible for the full year or for either semester. Four semesters of college study of Spanish are required for full year or fall enrollment, five for spring.

EUROPEAN UNION

European Union: Freiburg, Germany. Classes are offered in English, with field trips to European Union institutions in Brussels, Luxembourg, Strasbourg, and the Organization for Economic Cooperation and Development in Paris. Study of German language is required but no previous study of the language is necessary. Other studies concern economic, political, and historical development in the European Community. Enrollment is available for either fall or spring semester.

Service Learning

Service Learning at William Jewell College is a certificate program designed to encourage students to meet the needs of the world through structured engagement with those persons who are in need and the institutions commissioned to meet those needs. In addition, 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 yearlong programs abroad in the Czech Republic, Ecuador, France, India, Israel, Jamaica, Mexico, the Philippines and, in the United States, in Appalachia and South Dakota. Applications and information are available in the office of the Campus Minister.

The Evening Division

William Jewell's evening division provides undergraduate courses of study for individuals who wish to pursue an educational program at night.

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, information systems, and psychology. Day students may not count paralegal courses toward their degree.

The evening division also provides some specialized noncredit classes appropriate for an adult population.

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.

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.

A maximum of five places will be held in each evening class for day students who wish to apply to enroll in the course at the time of the regular preregistration. A day division student may enroll for evening division courses under the following conditions:

The Academic Program

1. Evening division students have first priority in evening division classes.
2. Day students of senior standing who wish to enroll in a class during the day but are unable to owing to course conflicts, scheduling problem, work complications, participation in international programs, etc., may be eligible to enroll in one or more evening course(s) by completing the dual enrollment application 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 application requiring the written approval of the advisor.

Curry Library

Located on the west side 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 244,500 volumes, 170,000 microforms, and 970 serials titles. More than 10,000 items are added annually. The library is an active member of local, regional, and national computer-based library networks including the Internet. 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 is a member of an automation consortium that includes local academic, special, school, and public libraries. Our integrated library automation system includes an on-line catalog, bar-coded circulation, on-line serials holdings, and a reserve desk component. More than 2.5 million volumes are available through the Kansas City Library Consortium's database.

Material from local libraries is provided through the Kansas City Metropolitan Library and Information Network, supplying courier service to the collections of over 40 academic, special, and public libraries in the area, and by

a reciprocal direct borrowing agreement with area college and university libraries.

Comprehensive database searching and information retrieval systems, containing over 400 on-line databases in all major disciplines, are provided through a skilled reference staff. Local CD-ROM indexes provide specialized products on poetry, philosophy and government sources. Other indexes available over the Internet include IAC's *Expanded Academic Index* and *Business/Company Profiles*, EBSCOhost, and databases covering nursing, literature, psychology, biographical sources, and books in print citations. Additional indexes from UMI are available in the on-line catalog.

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 Reverend Charles Haddon Spurgeon, the great English Baptist pastor.

The Learning Resource Center, located on the Intermediate Floor of Curry Library, offers listening and viewing facilities for individuals and small groups. Housed in the LRC is a collection of 25,000 non-print materials (records, audio cassettes, compact discs, multimedia, and videotapes) plus a collection of scores and supplemental print materials. The LRC is equipped with a satellite download and houses a video-conference center.

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.

Curry Library is the site of the campus computer center and support offices. The library also houses Browning Theatre, a small lecture hall/meeting facility.

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 profes-

The Academic Program

sional 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 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 qualified seniors interested in business leadership are selected as Hull Fellows. These outstanding seniors 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, com-

prising 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 and private schools. The department of education provides preparation for elementary school teachers, subject area teachers in secondary schools 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 B.A. 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 a B.A. degree before entering an engineering school should major in chemistry, mathematics, or physics,

The Academic Program

depending upon the type of engineering school in which they plan to complete their studies. Since the semester-hour load is unusually heavy, students are advised to plan their work very closely with the official advisor for this specialized program.

Pre-Engineering Program of Studies. For students intending to complete professional study at Washington University in St. Louis, Columbia University in New York, the University of Missouri at Columbia, or the University of Kansas, the following courses should be included for a physics major:

Freshman

FALL SEMESTER	HRS.
Physics 213	5
General Ed. 104.....	4
General Ed. 100.....	4
General Ed. 101.....	4
	<hr/> 17

SPRING SEMESTER	HRS.
Physics 214	5
Mathematics 200.....	4
General Ed. 102.....	4
Chemistry 121	4
	<hr/> 17

Sophomore

FALL SEMESTER	HRS.
Mathematics 201	4
Foreign Language.....	4
General Ed. Level II Course.....	4
Chemistry 122	4
P.E. Activity	1
	<hr/> 17

SPRING SEMESTER	HRS.
*Physics 332 or 318	4
Foreign Language.....	4
Graphics 105.....	2
General Ed. Level II Course.....	4
Physics 351H.....	1
P.E. Activity	1
	<hr/> 16

Junior

FALL SEMESTER	HRS.
Physics 306	4
Physics 443	4
General Ed. Level II Course.....	4
Computer Science I 160.....	4
Physics 352H.....	1
	<hr/> 17

SPRING SEMESTER	HRS.
*Physics 316/317	4
Mathematics 202 or 281.....	4
General Ed. Capstone Course	4
Computer Science II 170.....	4
	<hr/> 16

*These courses are taught every other year and may be taken in reverse order.

Other courses to meet specific requirements of the various target schools should be worked out with the assistance of Professor Philpot.

For students who plan to enter an engineering program after three years of study at William Jewell and who would benefit from preparation emphasizing chemistry, the following type of program is suggested.

Freshman

FALL SEMESTER	HRS.
Chemistry 122.....	4
Mathematics 199.....	4
General Ed. 100	4
General Ed. 101	4
	<hr/> 16

The Academic Program

SPRING SEMESTER

HRS.

Chemistry 205	1
Chemistry 206	4
Mathematics 200.....	4
General Ed. 102	4
Physics 105	2
P.E. Activity	1

16

Sophomore

FALL SEMESTER

HRS.

Chemistry 301	4
Physics 213	5
General Ed. (Level II course).....	4
Language 114	4

17

SPRING SEMESTER

HRS.

Chemistry 302.....	4
Physics 214	5
General Ed. (Level II course).....	4
Language 211	4

17

Junior

FALL SEMESTER

HRS.

Chemistry 401	4
Mathematics 201.....	4
General Ed. (Level II course).....	4
General Ed. (Level II course).....	4
P.E. Activity	1

17

SPRING SEMESTER

HRS.

Chemistry 306 or 404.....	4
Chemistry 405.....	1
Mathematics 202.....	4
General Ed. Capstone.....	4
Elective.....	4

17

Forestry and Environmental Management.

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

The Academic Program

program may emphasize either biology or chemistry.

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

Biology—

Required: 134, 221, 233, 234, 250, 451.

Recommended: 133, 243, 351.

Chemistry—

Required: 122, 206, 301-302.

Recommended: 406, 450.

Mathematics—

Required: GEN 103 or 104.

Recommended: courses in Mathematics, familiarity with computers.

Physics—

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

General Education Requirements:

GEN 100.

GEN 101.

GEN 102.

2 hours of at least 2 P.E. activities.

GEN, Level II, 12 hrs.

GEN, Multicultural

GEN Capstone, 4 hrs.

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

Chemistry—

Required: 122, 205, 206, 301-302.

Recommended: 406, 450.

Biology—

Required: 221, 233, 250, and 451.

Recommended: 133, 134, 234, 243, and 351.

Mathematics—

Required: GEN 103 or 104.

Recommended: Additional Mathematics courses, familiarity with computers.

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

General Education Requirements:

GEN 100.

GEN 101.

GEN 102.

2 hours of at least 2 P.E. activities.

GEN, Level II, 12 hrs.

GEN, Multicultural

GEN Capstone, 4 hrs.

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 remaining attentive to one's own and others' experiences.
4. Awareness of growing sense of moral responsibility, both personal and social.

The Academic Program

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

Information Base

1. A fundamental understanding of the tools and methods of biblical interpretation.
2. A basic grasp of biblical history and the Christian heritage.
3. An awareness of the theological and biblical resources which shape Christian ethics.
4. Familiarity with the historical, philosophical, and literary developments of Western civilization.
5. Awareness of non-Christian and non-Western religious traditions.
6. A basic competence in New Testament Greek syntax, grammar, and reading skills.
7. Some basic "hands on" experience in ministry (through the Church-Related Vocations program).

II. Subjects in pre-seminary study

By combining their study in the religion department with a complementary area of study at William Jewell, students will be better prepared for the significant learning experiences of seminary and for the field of service to which they have been called. The religion major normally requires a minimum of eight 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 + recreation or sports management

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. Students may apply to enter the three years plus two years program in occupational therapy offered in conjunction with Washington University. Completion of the following courses at Jewell leads to a B.A. degree with a psychology major from William Jewell after successful completion of the first year's work at Washington University. (The student continues at Washington University and, upon successful completion of the program in occupational therapy, receives the M.S. degree.) Students may transfer into Jewell a maximum of 16 hours of the following course work. Students must complete a minimum of 12 hours of psychology at Jewell.

GEN 100	4 cr. hrs.
GEN 101	4 cr. hrs.
*GEN 102	4 cr. hrs.
GEN 103	4 cr. hrs.
P.E. Activities	2 cr. hrs.
Language: 12 hours in one foreign language (or equivalent)	12 cr. hrs.
GEN, Level II	12 cr. hrs.
GEN Capstone	4 cr. hrs.
*PSY 211, 303 & 306	12 cr. hrs.
*MAT 216	4 cr. hrs.
*BIO 134	4 cr. hrs.
*BIO 250	4 cr. hrs.

The Academic Program

*CHE 113	5 cr. hrs.
*PHY 111	4 cr. hrs.
*PHI 202 or 231	4 cr. hrs.
*Sociology	4 cr. hrs.
*Political Science/Economics	4 cr. hrs.
Electives	3 cr. hrs.
<hr/>	
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.
<hr/>	
Total hours completed	128 cr. hrs.
*Prerequisite courses: grade of C required.	

A cumulative grade point average of 3.0 is required for acceptance into the program. A list of students who will be submitting applications to this cooperative program will be sent to Washington University by December 1, following successful completion of the sophomore year at Jewell.

For more information, contact the chairman of psychology.

Physical Therapy. Students interested in pursuing a Master’s degree in physical therapy after graduation from William Jewell should consult with the pre-physical therapy advisor. Requirements for Physical Therapy Master’s programs vary, but the advisor can assist in the selection of courses that meet the requirements of a specific school or in the selection of courses that meet a composite list of requirements derived from reviewing the requirements of 48 different schools. Recommended major: biology or psychology.

The Pryor Leadership Studies Program is a special program for students who desire to learn and improve their leadership skills.

Sixteen students are selected each year through a competitive application and interview process to participate in the Pryor Leadership Studies Program. During the two-year program, the students are placed in environments that enable them to add to innate abilities the knowledge, skills, virtues, and experiences that allow them to learn and practice leadership.

These “environments” include; (1) an Introductory Seminar where the students study the individual, interpersonal, team-building, and service aspects of leadership and set goals for continued leadership learning; (2) a 15-day Outward Bound Experience where the students encounter a variety of challenges allowing them to develop further their leadership skills; (3) a Leadership Forum series that provides for genuine interchanges among student, faculty, and community leaders; (4) a Vocational Internship where the students experience firsthand their own career interests; (5) a Volunteer Internship that fosters civic volunteerism and civic leadership; and (6) a Capstone Seminar where the students create a leadership legacy and develop an action plan for continued personal and leadership growth.

The program is demanding and a high level of performance is expected from its participants.



General Education

General Education

Milton Horne, Associate Dean for General Education.

THE GOALS OF GENERAL EDUCATION AT WILLIAM JEWELL COLLEGE:

To equip our students to be world citizens and leaders in the 21st century, William Jewell College will:

1. provide a common experience of learning;
2. engage students—by teaching skills of reading and research, communication and language, quantitative reasoning, critical and ethical thinking, personal judgment and fitness, and by facilitating on-going experiences in the fine arts — to become lifelong learners;
3. enable students to apply liberal arts knowledge, skills and attitudes to evaluate authentic problems of human experience in terms of varied cultural and social perspectives;
4. challenge students to grapple with the meaning and implications of the Christian faith and other perspectives on how life ought to be lived and understood.

OBJECTIVES

A liberally educated William Jewell College student will:

1. acquire knowledge of, apply and show some mastery of: reading, research, communication, mathematical reasoning, technological applications, and the fine arts;
2. evaluate the crucial issues of human experience by a course of investigation that brings the academic disciplines together through interdisciplinary approaches;
3. think critically about several Christian traditions as well as other vital religious expressions available to humanity;
4. understand a holistic concept of wellness that includes the physical, spiritual, mental and social;

5. understand the concept of servant leadership and have had opportunities for application.

THE CURRICULUM

Level I: This level of study consists of 16 hours of coursework, taken in the following manner. (Note: students must complete three of these four courses before enrolling in a Level II course. The final course at Level I must then be taken simultaneously with the student's first Level II course.)

The following course descriptions comprise Levels I and II of "The Responsible Self" general education curriculum for the academic year 1998-99. The courses are offered by faculty members from various academic disciplines.

GEN 100, "The Responsible Self," is a 4-hour humanities based, introductory course required of all students in their first semester of study at the college. Students will wrestle with the question, "What does it mean to be responsible?" from several distinct cultural and ideological perspectives as these are represented in thought-provoking literature.

GEN 101 (4 hrs.). "Oral Communication."

GEN 102 (4 hrs.). "Written Communication."

These two courses share common goals of writing, speaking, reading, reasoning and valuing. They share and supplement common content with "The Responsible Self" (GEN 100) for the purpose of teaching these basic learning skills. One of these courses is taken simultaneously with "The Responsible Self" (GEN 100) during the first semester. The other course is taken in the following semester.

GEN 103 (4 hrs.). "Math Model Building and Statistics" will view mathematics as a means of recognizing and describing relationships and patterns. It will develop tools for describing and analyzing quantifiable relationships. Such necessary concepts and skills will include the study of lines, polynomials, rational functions, exponential/logarithmic expressions for various types of growth/decay, logistic, and learning curve models. Basic tools of statistics necessary for organizing and establishing inferences will include principles of descriptive statistics, point estimates, confidence intervals,

General Education

hypothesis testing, and experimental design. Students with an introduction to calculus in high school are encouraged to take GEN 104. Students with credit in GEN 104 may not take GEN 103.

GEN 104 (4 hrs.). "Statistics and Applied Calculus." The course will include basic tools of statistics necessary for the design of an experiment and making inferences from data, including point and interval estimates for the mean and proportion and hypothesis testing for one or two means and proportions. It will also cover the essentials of differential and integral calculus with particular emphasis on concepts and applications involving rate of change and the construction of models based on known rates of change. Students with credit in GEN 103 may not take GEN 104. Prerequisite: An introduction to calculus in high school.

Writing Test. Before enrolling in any Level II or Level III general education course, students must take the Level I Writing Competency test. Failure on the Level I test will require enrollment in a Writing lab concurrent with any Level II course until successful passage of the Level I writing competency exam. Students must have passed the Level I writing competency exam before enrolling in the Level III.

Writing Competency Test. Before enrolling in more than one Level II or any Level III general education course, students must pass the Writing Competency test. See Writing Program, p.11.

Foreign Language: (4 hrs.). Proficiency in a foreign language at the intermediate level is required for all Bachelor of Arts students. Students seeking the Bachelor of Science degree will have the option of fulfilling either the foreign language requirement (in which case they may opt for the B.A., where available), taking an appropriate Level II course, or taking a four-hour course that satisfies cross-cultural requirements. Since languages may be utilized in Level II courses, it is important that students begin/continue their language study in their freshman year. Placement for language study is achieved through an interactive, on-line examination given at preregistration. Beginning in Fall 1997 all students must enroll at the level of language study indicated by the placement test.

Physical Education: (2 hrs.). Two or more physical education activities courses totaling at least 2 hrs. are required. In addition to physical activi-

ties, these courses will explore aspects of wellness. No more than 4 hours in activity courses may be applied toward the 124 hours required for the degree.

Level II: There are four categories of study in this level from which the student chooses one course in each of the three areas (12 hrs.) that are not in the area closest to his/her major. At the time of graduation, the Level II category that most closely corresponds to the student's primary major will not be required. For purposes of general education the following assignments of departments and majors to divisional areas apply.

Social Sciences

Accounting
Business
Economics
Elementary Education
History
Information Systems
International Business & Language
International Relations
Mathematics with Data Processing Emphasis
Oxbridge History
Oxbridge Institution & Policies
Political Science
Psychology

Humanities

Art
British Studies
Communication
English
French
Japanese Area Studies
Music
Oxbridge English Language & Literature
Oxbridge History of Ideas
Oxbridge Music
Philosophy
Spanish

Natural Sciences

Biochemistry
Biology
Chemistry
Computer Science
Nursing
Oxbridge Science
Physics

Religion

Religion

General Education

Students majoring in mathematics must take one course from each category in Level II.

The courses at Level II are designed as interdisciplinary courses. The purpose of utilizing interdisciplinary studies is to encourage learning in reference to relevant questions that transcend disciplinary boundaries.

Culture and Traditions. (4 hrs.). Interdisciplinary courses in the Humanities:

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

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

GEN 202 . Performance Studies. 4 cr. hrs.
This course trains students to read aloud a printed work in such a way that they effectively communicate to their audience the meanings and the rich complexities of the text-at-hand. On the premise that each academic discipline is like a sub-culture, students will research and analyze in writing the disciplinary cultures and methodologies their chosen text will represent in performance.

GEN 203. History and Philosophy of Science. 4 cr. hrs.
This course examines the development and characteristic intellectual preoccupations of western culture by focusing on changing notions of scientific knowledge. Students will interpret the history of science in light of philosophical theories. Essays and class discussion will examine origins of scientific knowledge

and the degree to which current conceptions of scientific knowledge may be historically shaped.

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

GEN 205. La Doulce France. 4 cr. hrs.
A broad perspective on France including geography, history (particularly from the 17th Century to the present), literature (in translation), art, music, government and implicit culture designed to lead students to an appreciation of French culture. Attention will be drawn to French contributions to the United States and to cultural comparisons.

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

GEN 207. The WJC Fine Arts Program Events. 4 cr. hrs.
This course is a study that puts the Fine Arts Program events into the context of the curriculum: the experiences of the performances are the subject, and readings and class sessions will provide enhancement background for them. The interdisciplinary features of the course include observation and listening to musical and dance performances, study of performance traditions, biographical study, and cultural and performance history.

General Education

Sacred and Secular. (4 hrs.). Interdisciplinary courses in religious studies:

GEN 225. Law, Gospel, and Moral Philosophy in the Traditions of the Reformation. 4 cr. hrs.

This course will examine the ways in which significant Reformation figures integrated biblical law and gospel into their understanding of the meaning and import of Christian faith. Students will evaluate their reading and class discussion of various reformers' ethical dilemmas through written quizzes, written essay exams and longer argumentative essays.

GEN 226. Religion and Meaning. 4 cr. hrs.
This class will explore how religion, particularly the Christian religion, serves to guide people in the creation of meaning for understanding both the world they live in and its ethical structures. Using biblical texts and secondary readings from the disciplines of sociology of religion, biblical studies and Christian history, science, and literature as points of departure, students will explore how the theme of "creation" helps to shape religious meaning.

GEN 227. Religion, Meaning and Reality. 4 cr. hrs.
This course will consider the meaning and truth of religious claims with particular emphasis on the Christian religion and Christian morality. Through class discussion, in-class and out-of-class writing assignments students will develop their critical thinking skills by attempting to construct alternative moral perspectives.

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

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

GEN 230. Religion and the Holocaust. 4 cr. hrs.

The Holocaust serves as the central case story for considering how religion contributes to both good and evil in the human experience. Students will demonstrate their grasp of their readings and class discussions through significant essays incorporated into periodic examinations.

GEN 231. Biblical Messianism and Handel's Messiah. 4 cr. hrs.

This course examines the modes of 17th and 18th century biblical interpretation that stood behind the composition of Charles Jenner's libretto to Handel's *Messiah*. Students will demonstrate their understanding of a variety of musical, theological and biblical topics through written responses to aural exercises, oral presentations and weekly writing assignments.

GEN 232. Relationships: Psychological, Religious and Societal Perspectives. 4 cr. hrs.

This course will examine the diverse ways in which human beings form, maintain and dissolve relationships with each other and with the divine. Students will demonstrate their engagement with class discussions, readings and lectures through weekly in-class writing exercises and application exercises (such as debates or simulations).

Science, Technology and the Human Experience. (4 hrs.). Interdisciplinary courses in the sciences (lab component required):

GEN 250. Earthbeat. 4 cr. hrs.

This course is an environmental study that examines the impact of the human population on the health and sustainability of the environment. With a lab component it integrates the biological and environmental sciences, seeking to answer whether it is possible to ensure a sustainable future. The course uses a "problem-solving" pedagogy requiring students to produce their responses in written and oral forms.

GEN 251. The Science of Fibers. 4 cr. hrs.

Students will use scientific thought and experimentation in the natural sciences to understand the social implications of natural and man-made fibers. In addition to written lab reports, students will write two research papers and make one oral presentation.

General Education

GEN 252. DNA: Politics, Law and Ethics.

4 cr. hrs.

This course explores the political, legal and ethical issues that challenge our society's utilization of an increased knowledge of DNA structure and function. The course develops statistical application through analysis of lab work, and written and oral communication through various kinds of class reports.

GEN 253. Energy: Its Sources and Responsible Use.

4 cr. hrs.

A science course approaching the topic of energy from the discipline of physics but involving, at the application level, the larger considerations of individual and societal responsibility, which transcend the paradigms and boundaries of conventional physics courses. Interdisciplinary with philosophy (Ethics). One laboratory period per week.

GEN 254. The Mind:

The Master Pharmacist.

4 cr. hrs.

This science course will use three different disciplines to explore the behavioral correlates that underlie addiction to psychoactive agents. Foundational will be the establishment of the process of science (scientific method) to explore basic principles of the study of drugs (pharmacology) that influence neural systems (neurobiology) and induce changes in behavior (psychology). Lab sessions will reinforce content and allow for analytical and critical development of key concepts.

Power and Justice in Society. (4 hrs.).

Interdisciplinary courses in the Social Sciences, with attention to ethical issues and categories:

GEN 275. Social Problems.

4 cr. hrs.

This course focuses on various expressions of inequality from sociological, economic, historical and psychological perspectives. Students will present oral and written reports of analyses of various social problems. There is a Service Learning component in this course.

GEN 276. Human Development: Psychoanalysis and Literature.

4 cr. hrs.

This course looks at human development using the disciplines of psychology and literature. Through discussion and written exercises, students will apply insights gained from a careful examination of theories of psycho-social development to literary texts. This process will provide

a means of examining issues of power and justice in contemporary life, especially those relating to gender, authority and cultural norms.

GEN 277. Deviance and Discipline: Crime and Punishment in Historical Perspective.

4 cr. hrs.

This course asks students to study and apply the content and methods of history, sociology, literature and art history to the topic of criminal justice in eighteenth and nineteenth century England. Through their reading and written assignments students will grapple with a variety of materials, including statistical studies of crime, social theories of deviance, literature such as the play *The Beggar's Opera* and the fiction of Charles Dickens, and the paintings of William Hogarth.

GEN 278. Islam and the West.

4 cr. hrs.

This course studies the changing Arab and Islamic views of power and justice, focusing on three critical periods: the medieval, when Islam became a world religion; the nineteenth century, when European colonialism invaded the Arab world; and the contemporary, as Arab nationalism and Islamic fundamentalism arose. Students will demonstrate their engagement of the readings and assignments through an oral presentation and a research paper.

GEN 279. Economic Development and Cultural Change.

4 cr. hrs.

The course introduces students to the economic, social, political and institutional mechanisms necessary to bring about rapid and large-scale improvements in the standard of living for the masses of Africa, Asia and Latin America. Utilizing a case-study method of investigation, students will write in-class and out-of-class essays to demonstrate their understanding of both the content and the method.

GEN 280. Hitler's Germany: Problems of Power and Justice.

4 cr. hrs.

The course examines the ultimate failure of Weimar Germany to establish a workable political order in the face of Versailles and the depression. It then considers Hitler's alternative to Weimar, an alternative which ultimately ended in world war and the Holocaust. Discussion format. Students write major argumentative essays.

Foundations

GEN 281. Medicine, Money, and Morals.

4 cr. hrs.

This course explores issues in the area of biomedical ethics. The interdisciplinary origin of biomedical ethics facilitates investigation in to the societal impact of medicine, morality and economics. Students explore competing power structures within the healthcare industry from both an historical and contemporary perspective. Students analyze justice within existing and ideal healthcare structures with particular attention to justice for the vulnerable.

GEN 282. Constitutional Questions.

4 cr. hrs.

This course will examine the history and theory of representative democracy in America. It will focus on key moments in the history of American constitutionalism from the Mayflower Compact to the present with special emphasis on the framing and amendment of the constitution. We will pay attention to such topics as the electoral college, federalism, the Bill of Rights, and term limits. The course incorporates historical institutional, and ethical approaches to the study of American constitutionalism

Level III: This advanced level of general education consists of one 4-hour course from this final category, which functions as a capstone experience to the general education program. These course options are interdisciplinary and tied closely to issues of public concern and the college theme. The courses will utilize the pedagogy of super-sections for information dissemination, and small group work, guided by faculty mentors, for problem solving and reflection. As of this writing, these courses are under construction.

Foundations

Professor M. 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.

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.

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. Human Development.

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.

An exploration of environmental issues as a means of improving students' decision-making skills. Case studies such as the nuclear disaster at Chernobyl, the Exxon Valdez oil spill, and the Union Carbide incident in Bhopal, India will be discussed. Includes an examination of the scientific impact of our current treatment of the environment, perspectives of nature as depicted in literature, and the ethical responsibilities we face. Spring semester. (Equivalent of 2 hrs. Mathematics and Natural Sciences distribution and 2 hrs. Humanities distribution.)

Foundations

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 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 religious 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 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

Departmental Majors

Departmental Majors

Major 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 29 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, biochemistry, biology, British studies, business administration, chemistry, communication, computer science, economics, elementary and secondary education, English, French, history, information systems, international business/language, international relations, Japanese area studies, mathematics, medical technology, music, music education, nursing, philosophy, physics, political science, psychology, religion and Spanish.

Students choosing an area of concentration, whether conventional or nontraditional, 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 nontraditional major these principles will be especially important to the validity of the program.
2. It must be clearly defined in scope so that it not be 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 format and distributed prior to pre-registration 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; Professor Nore.

Major: 36 hours (with grades of C or better); normally including ART 125, 225, 325, 250, 251, 253e or 253f, 203, 303, 312, and 2 credit hours of 450. A maximum of 40 hours of art courses will apply toward degree requirements. The art department offers a bachelor of arts degree. Students completing a second major in art must also complete all 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 in the distribution curriculum.

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.

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 mono-types, relief, and dry-point etching. Prerequisites: ART 125, 203. Fall semester.

325. Drawing and Painting. 1-3 cr. hrs.
Advanced painting. Prerequisites: ART 225, 203.

149, 249, 349, 449. Special Techniques. 1-3 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. Basic Photography.
This course covers proper development, exposure, and printing of black and white negatives and the basic development of skills and understanding to enhance design, composition, and visual communication in the medium. Prerequisite: None.

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

Art

bookstore) to encourage creative encounters with art concepts and materials. For non-art majors whose schedules deny access to art courses.

149i. Illustration.

149k. Airbrush.

149l. Figure Drawing.

149m. Computer Graphics. Will cover several major computer software programs ranging from postscript drawing to page layout.

149n. Graphic Design.

450. Senior Portfolio.

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

450p. Senior Portfolio.	1 cr. hr.
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450e. Senior Exhibit.	1 cr. hr.
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Biochemistry

Biochemistry

The James Andrew Yates Department of Chemistry and the Department of Biology offer a bachelor of arts degree with a major in Biochemistry. Within this interdisciplinary major, students will take courses that address the interface between biology and chemistry. This interdisciplinary course of study is designed for students who are interested in careers and fields involving the application of biochemical processes (*e.g.*, graduate study in medicine, biochemistry, chemistry, and molecular biology; laboratory technician in biochemical industries).

Curricular Requirements

A bachelor of arts degree with a major in biochemistry requires the following courses in chemistry and biology:

CHE 122 General Chemistry II	4
CHE 205 Discoveries in Chemistry	0.5*
CHE 206 Analytical Chemistry	4
CHE 301 Organic Chemistry I	4
CHE 302 Organic Chemistry II	4
CHE 401 Physical Chemistry I	4
CHE/BIO 450 Biochemistry	4
BIO 135 Freshman Seminar	0.5*
BIO 233 Cell and Molecular Biology	4
BIO 234 Genetics	4
BIO 452 Molecular Genetics	4
BIO 360, 361, 460, 461 Senior Thesis	3
or	
CHE 410 Introduction to Research	3

Total Hours: 40

*A student will take the first seven weeks of the course to receive 0.5 hr. credit.

In addition, a student will be required to take two courses in physics (PHY 111 or higher) and at least one course in calculus numbered 200 or higher. Students are strongly encouraged to take at least through MAT 201 (Calculus III). A grade of C or higher is required in each course in the major. Students working toward a major in biochemistry who transfer credit from other schools must satisfactorily complete in residence a minimum of 16 hours of the above requirements in biology or chemistry courses numbered over 200 (and excluding

independent study). Courses in chemistry and biology which are more than ten years old will not normally be counted toward the major. Any student majoring in biochemistry must complete all requirements for the bachelor of arts degree.

Prospective biochemistry majors may apply for acceptance into the major after completing the following three courses in the biochemistry curriculum: CHE 122, CHE 206, and BIO 233 (of at least 4 credits each). The student's GPA must be a minimum of 2.50 in biology and chemistry courses and 2.50 overall to be accepted into the major. (+s and -s are used in grade calculation for admission to the major.)

Chemistry courses used to meet requirements for the biochemistry major may not also be used to meet requirements of the chemistry major or the Oxbridge Science Molecular Biology major. (This means that students will not be able to double major in biochemistry and chemistry or in Oxbridge Science Molecular Biology and biochemistry.)

For course descriptions refer to the biology and chemistry sections of this catalog.

Biology

Biology

Professor Dilts, chairwoman; Professor Pollard; Associate Professor Gabrielson; Assistant Professors Heruth, Strautman; Instructors Rettig, Smith.

The Department of Biology offers a bachelor of arts degree in biology. Those who select biology as a second major must complete all 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 a senior thesis project. 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 add a pre-physical therapy concentration or earn a bachelor of science degree in medical technology with emphasis in biology. 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 degree.

Students majoring in biology may receive **certification to teach biology in grades 9-12 in the state of Missouri**. Procedures to be followed in obtaining teacher certification are included in the *Student Handbook for Teacher Certification*. Specific course requirements for all certification programs may be found on checksheets available in the education department office.

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

1. Admission to the department: completion of three biology classes of at least 4 credit hours each including BIO 133 and 134 or the equivalent; G.P.A. minimum of 2.5 in biology and 2.5 overall; and, a formal application including self-assessment form.

2. Courses in major:

I. Core courses: BIO 133, 134, 135, 233, and 234

II. One course from each of the following groupings. Must include at least three 300-400 level courses:

A. Botany: BIO 310 or 354

B. Zoology: BIO 250, 312, or 352

C. Cell and Molecular: BIO 221, 351, 450, 451, or 452

D. Field: BIO 308 or 453

III. Senior Thesis: Three credit research project (BIO 360, 361, 460, 461); must have G.P.A. minimum of 2.5 in biology and 2.5 overall to begin project.

3. Courses in cognate fields:

Chemistry: Minimum—CHE 122 or equivalent; organic chemistry strongly recommended

Physics: Minimum—one semester at least at the PHY 111 level; two semesters of physics strongly recommended

Math: Minimum—GEN 103 or GEN 104; at least one semester of calculus strongly recommended

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.

133. Evolution and Ecology. 4 cr. hrs.

This is the first of a four semester introductory sequence of courses for the biology major and introduces students to the topics of evolution and ecology. The course studies the history of evolutionary thought, the currently accepted evolutionary paradigm (Neo-Darwinism) and recent challenges to the paradigm (e.g., punctuated equilibrium). Macro- and micro-evolutionary processes are examined, as are theories and applications of systematics. The principles of ecology are studied from the individual to ecosystem level. Four lectures and one lab per week. Required of all biology majors. Corequisite: BIO 135. Fall semester.

134. Biological Diversity and Design.

4 cr. hrs.

Survey of living organisms, including bacteria, protists, fungi, plants and animals, emphasizing their importance to the biosphere, their ecological niches and the design of their physiological systems. Morphology and physiology will be studied beginning with simple organisms and progressing to more complex ones. Biodiversity will be explored by comparing how phyla in similar habitats adapt to external physiological stresses. With ever-increasing complexity, the design and function of major physiological systems will be examined. This course includes four lectures and one laboratory session each week. Required of all biology majors. Prerequisites: None. Spring semester.

135. Introduction to Biological Investigation.

0.5-1 cr. hr.

An introduction to skills necessary to be a successful biology major, including computer literacy, library research, scientific writing and keeping laboratory and field notebooks. Research opportunities, both in the department and off campus through internships, will be discussed, as well as career options in biology. Ethical issues relevant to biological research will be examined. Prerequisite: must be an intended biology major. To be taken concurrently with BIO 133, fall semester.

221. Microbiology.

4 cr. hrs.

Study of the structure, physiology, genetics, taxonomy and ecology of bacteria and viruses. Prerequisites: BIO 134 or equivalent; CHE 113 or 122. Fall semester. The course includes two lab periods per week.

233. Cell and Molecular Biology.

4 cr. hrs.

An introduction to the cellular and molecular levels of biological organization. The students will investigate the numerous, complex events which occur in the life of a cell. The structure and function of both prokaryotic and eukaryotic cells will be explored. This survey includes the principles of bioenergetics, cell metabolism and its regulation, photosynthesis, membrane transport, enzyme catalysis, gene expression, and the cell cycle. The laboratory experience will utilize cellular and molecular biological techniques to explore these concepts further. This course includes four lectures and one laboratory session each week. Required of all biology majors. Prerequisites: CHE 122 or currently enrolled in CHE 122. Fall semester.

Prerequisites: CHE 122 or currently enrolled in CHE 122. Fall semester.

234. Genetics.

4 cr. hrs.

This course involves the study of classical and population genetics. Classical genetics will include the study of Mendelian genetics, chromosomal and cytogenetics, and quantitative inheritance. Student learning will occur mainly by solving problems, group work and investigative laboratories. This course includes four lectures and one laboratory session each week. Required of all biology majors. Prerequisites: Eight hours of biology including BIO 233; GEN 103 or equivalent. Spring semester.

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. Prerequisite: BIO 134 recommended. Fall semester. The course includes one lab period per week.

250. Physiology.

4 cr. hrs.

A comprehensive study of the systems vertebrates (including humans) and invertebrates use to maintain a constant internal environment. A comparison of the mechanisms each animal uses in response to external stresses and the dynamics of each physiological mechanism will also be examined. This course includes four lectures and one laboratory session each week. Prerequisites: BIO 134; CHE 113 or 122. Spring semester.

308. Vertebrate Ecology.

4 cr. hrs.

A study of the evolution, systematics, distribution, ecology, behavior, and selected anatomical and physiological characteristics of animals with backbones. Missouri's vertebrates will be emphasized throughout the course. This course includes one lab/field period per week. Saturday or evening field trips or trips covering several days may occur. Prerequisites: BIO 133 and 134. Spring semester in odd numbered years.

310. Plant Biology.

4 cr. hrs.

A survey of photosynthetic organisms, including their morphology, physiology, ecology, systematics and economic importance. Lectures

Biology

and one lab per week. Spring semester in odd numbered years. Prerequisites: BIO 133, 134.

312. Invertebrate Zoology. 4 cr. hrs.
A study of the morphology, life histories, evolution, and ecological and economic significance of the major invertebrate groups and phyla. This course includes three lectures and one laboratory session each week. Prerequisites: BIO 133 and 134. Fall semester in even numbered years.

351. Cell Biology. 4 cr. hrs.
A study of the structure, function, and molecular biology of cells. Prerequisites: BIO 233, 234, CHE 122; Organic Chemistry strongly recommended. Alternating years. Fall semester in even numbered years. The course includes one lab period per week.

352. Developmental Anatomy. 4 cr. hrs.
This course combines a traditional comparative vertebrate anatomy course with elements of a developmental biology course to give students a solid grounding in the evolution and development of vertebrate morphology. Student learning will occur primarily through lecture, text and supplemental readings, as well as dissections of a range of representative vertebrates. This course includes four lectures and one laboratory session each week. Prerequisites: BIO 133, 134, 233, or by instructor's consent. Spring semester in even numbered years.

354. Biodiversity of Lower Plants. 4 cr. hrs.
An overview of the morphology, life histories, evolution and ecology of algae, fungi, and non-seed-bearing land plants. Lectures and one lab and or field trip per week. Spring semester in even numbered years. Prerequisites: BIO 133, 134.

450. Biochemistry. 4 cr. hrs.
A detailed course in biochemistry which includes a study of the occurrence, structure, function, and metabolism of biologically important molecules. There is an emphasis on molecular species such as carbohydrates, lipids, amino acids, proteins, and nucleic acids. The course includes work in the laboratory. The course may be credited toward a biology, biochemistry, or chemistry major, as the student elects, but it cannot count towards more than

one major. Prerequisite: BIO 233, CHE 301, and/or currently enrolled in CHE 302, and admission to the major (Biology, Chemistry, or Biochemistry). Spring semester in even numbered years. Also listed as CHE 450.

452. Molecular Genetics. 4 cr. hrs.
A detailed experimental analysis of the molecular biology of genes. Emphasis will be placed on the transcriptional and post-transcriptional regulation of gene expression, especially as it relates to the progression of the cell cycle. In addition, the role of molecular genetics in the areas of molecular diagnostics, gene therapy, and biotechnology will be considered. The laboratory will emphasize molecular techniques to manipulate DNA and analyze gene expression. This course includes four lectures and one laboratory session each week. Prerequisites: Bio 234. Spring semester in odd numbered years.

453. Ecology. 4 cr. hrs.
The study of ecological principles and how they relate to ecosystem, population and community ecology. Application of principles to specific problems will be emphasized. Field work will include investigation of selected communities as well as data collection and statistical analysis. The course includes three lectures and one field trip/lab per week. Saturday field trips or trips covering several days may occur. Prerequisites: BIO 133 and 134. Fall semester in odd numbered years.

360, 361, 460, 461.

Senior Thesis. 0.5-3 cr. hrs. each
A three-credit (minimum) laboratory, field or library research project required for the major. BIO 360 (0.5 cr. hrs.), the first course in the Senior Thesis, is generally taken the fall of the junior year and will involve mainly library research. BIO 461 (0.5 cr. hrs.) is generally taken the last semester of the senior year and will involve presenting, in written and oral form, the results of the research project. BIO 361 and 460 (1-3 cr. hrs. each) will involve lab, field or library research. Prerequisites: admission to the major and G.P.A. minimums of 2.5 in biology and 2.5 overall.

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 Harlaxton College 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 103 and 104, World History
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 and Leadership G. Williams, chairman; Boatwright Professor of Economics Cook; Professor Hawkins; Associate Professor Bell; Assistant Professors Hoyt, French.

THE F. GILBERT ANTOINE DEPARTMENT OF BUSINESS ADMINISTRATION AND ECONOMICS

The program in Business Administration and Economics at William Jewell College is an orchestrated balance between the depth and rigor of a professional discipline and the breadth and richness of a liberal arts education. The program is designed to develop the timeless attributes of a liberally educated person as a necessary complement to the timely cultivation of contemporary business expertise.

The F. Gilbert Antoine Department of Business Administration and Economics offers degrees in four major areas: Accounting, Business Administration, Economics, and International Business and Language. The bachelor of arts degree is offered in International Business and Language, Economics, and Business Administration. The bachelor of science degree is offered in Accounting and Business Administration. All majors are encouraged to take additional elective courses in English, mathematics, philosophy, political science, psychology and communications. Students are also encouraged to participate in the department's internship program.

A student graduating with a degree from the department will be 1) prepared to make effective business decisions in the context of broad economic, social and cultural forces, 2) capable of functioning creatively and analytically through an informed understanding of the appropriate technical and managerial methods, and 3) conditioned to think critically, communicate effectively, and work collaboratively in a logical and rational manner. The cultivation of these talents in our students creates self-disciplined graduates prepared to excel in an ever-changing environment through a lifetime of learning and leadership.

Students in the program will be expected to have access to personal computing equipment. Ownership of a sufficiently powerful personal computer is a significant advantage to the student.

Accounting

Bachelor of Science Degree

A minimum of 32 credit hours in accounting including ACC 211, 311, 312, 335, 341, 342, 411, 431, and 451 is required. In addition, accounting majors must take ECO 201 and 202; BUS 201, 231, 232, 315 and 318; CST 265 and MAT 145 or GEN 104. Requirements may vary by state to qualify to take the CPA examination.

Students seeking the B.S. in accounting must achieve a grade of C or better in each course required for the major.

Transfer credit may be applied toward required courses in the major upon department review and approval. Credit awards will be decided on a case by case basis.

Freshmen who plan to major in Accounting are encouraged to take ACC 211 during the spring of their freshmen year.

211. Fundamentals of Financial Accounting. 4 cr. hrs.

The measurement of corporate financial information, the accounting cycle and preparation of statements, and analysis of statements. 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: GEN 103 or GEN 104.

311. Intermediate Financial Accounting I. 4 cr. hrs.

Application of accounting theory, standards, principles and procedures to financial accounting problems. Study of the objectives of external financial statements and professional accounting. Particular emphasis on assets, liabilities and corporate capitalization.

Prerequisite: ACC 211 with grade of C or better. Fall semester.

Business Adm. & Economics

312. Intermediate Financial

Accounting II.

4 cr. hrs.

Continuation of 311 with study including pensions, leases, accounting changes, analysis of financial statements, income recognition, deferred taxes, international transactions, and cash flow. Prerequisite: ACC 311 with a grade of C or better. Spring semester.

335. Income Tax.

4 cr. hrs.

Theoretical basis for taxation from laws and regulations, determination of taxable income, deductions, exclusions, making and filing returns. Prerequisite: ACC 211 with a grade of C or better. Fall semester.

341. Cost Accounting I.

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, cost allocations and a related topics are studied. Only managerial cost accounting courses of four or more hours may substitute for ACC 341. Prerequisite: ACC 211 with grade of C or better.

342. Cost Accounting II.

2 cr. hrs.

Continuation of 341 with study including management decision models, strategy, and control using cost information and systems with further analysis of cost behaviors. Prerequisites: ACC 341 with a grade of C or better.

411. Advanced Accounting.

4 cr. hrs.

Accounting for partnerships, consolidated corporate entities, governmental units, and not-for-profit organizations. Prerequisite: ACC 312 with grade of C or better. Fall semester.

431. Auditing

4 cr. hrs.

Examination of financial condition and accounting procedures by public accountants and internal auditors. Professional ethics, auditing standards, 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. Prerequisite: completion of all other required

accounting courses with a grade of C or better. Senior standing. Spring semester.

INDIVIDUAL PROJECTS IN ACCOUNTING

360. Independent Studies in Accounting.

1-3 cr. hrs.

460. Independent Studies in Accounting.

1-3 cr. hrs.

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

481. Accounting Internship.

6 cr. hrs. max.

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.

Business Administration

Bachelor of Arts Degree

The Following courses are required: ACC 211 and 341; ECO 201, 202, and 306 or 308; BUS 201, 301, 305, 315, 318, 406, and one other 300/400 level course in business administration, economics or accounting. The degree requires a minimum of 25 hours of 300/400 level courses. In addition, CST 265 and either MAT 145 or GEN 104 are required. Students must receive a grade of C or higher in each of these required courses.

Bachelor of Science Degree

The following courses are required: ACC 211 and 341; ECO 201, 202 and 306 or 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 265 and either MAT 145 or GEN 104 are required. Students must receive a grade of C or higher in each of these required courses.

All business administration majors (B.A. and B.S.) must take the standardized comprehensive business proficiency examination during their senior year. The test will be administered through the Educational Testing Service. Performance at a satisfactory level relative to national and institutional norms is a

Business Adm. & Economics

requirement of the degree. The cost of the exam is paid by the student.

Transfer credit may be applied toward courses required in the major upon department review and approval. Credit awards will be decided on a case by case basis.

Freshmen who plan to major in Business Administration are encouraged to take BUS 201 during the spring of their freshman year.

201. Organization and Management. 3 cr. hrs.
An introduction to the basic functional areas of an organization, such as economics, accounting, marketing, management, finance, and human resources. The course emphasizes basic decision-making skills and introduces the student to business case analysis and reporting. The external and internal environment of the organization, as well as the impact of management decision-making on the organization will be discussed. Teamwork is a significant component of the course. Prerequisite: None.

231. Business Law I. 3 cr. hrs.
Contracts, agency, employment, sales. Prerequisite: 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: BUS 201.

305. Marketing Principles. 3 cr. hrs.
A basic course defining marketing, its place within societies, the marketing concept, and an introduction of the marketing mix: product, price, distribution and promotion. Students will study principles employed in discovering and translating consumer needs and wants into specifications of products and services. Students will also study the transfer goods and services from producers to end users. Prerequisite: 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 341, BUS 201 and 318, ECO 201 and 202.

316. Fundamentals of Investment Management. 3 cr. hrs.
Survey and analysis of investment instruments; 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.
Probability; descriptive statistics; experimental design; correlation, regression and analysis of variance; statistical inference, and tests of significance; simulation and chance models. Prerequisite: MAT 145. (Students will 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.
Exploration of quantitative techniques in the decision sciences applied to business and economics. Emphasis is placed on problem formulation and modeling, model use, and analysis of quantitative findings for the purpose of supporting managerial decision processes. Prerequisite: BUS 318.

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: Consent of instructor.

405. Readings in Marketing. 3 cr. hrs.
Recent developments in marketing, management, wholesaling, retailing, product planning, and consumerism. Opportunity will be provided

Business Adm. & Economics

ed for examining areas of special interest to individual students. Prerequisite: BUS 305.

406. Business Problems and Policies.

3 cr. hrs.

A case study course in strategic management requiring students to apply knowledge acquired in their major program. Students will be expected to solve complex problems which involve the simultaneous consideration of many functional areas of business.

Prerequisite: Senior standing, ACC 341, BUS 231, 301, 305, 315, 318, and ECO 202 or consent of instructor. Should be taken during the last semester before graduation. Business students (B.A. and B.S.) will take the standardized comprehensive business proficiency examination while enrolled in this course.

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.

INDIVIDUAL PROJECTS IN BUSINESS ADMINISTRATION

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

360. Independent Studies in Business Administration.

1-3 cr. hrs.

460. Independent Studies in Business Administration.

1-3 cr. hrs.

481. Business Administration Internship.

6 cr. hrs. max.

Open to majors. Enrollment with consent of department chair through regular registration procedures. Requests should be submitted to the department chair before the term in which the work is to be completed. Internships are evaluated only on a pass/fail basis.

Economics

Bachelor of arts degree: A minimum of 24 hours in economics including ECO 201, 202, 306 or 308, 307, 326, 451, and two other 300 or 400 level economics courses. Economics majors must also complete one semester of calculus, MAT 199 or GEN 104, and a statistics course 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. Students who have successfully completed ECO 201 and/or ECO 202 cannot receive credit for ECO 100.

201. Principles of Microeconomics.

3 cr. hrs.

The theory of the consumer, the costs of

Business Adm. & Economics

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.

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. 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. Specific topics include small versus large firms, mergers and acquisitions, entrepreneurship, competitive strategies and business ethics. Prerequisite: ECO 201 or consent of instructor.

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

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

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.

INDIVIDUAL PROJECTS IN ECONOMICS

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.

481. Economics Internship. 6 cr. hrs. max.
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.

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

Business Adm. & Economics

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

Associate Professor Dema, chairwoman; Professors Dixon, Lane.

THE JAMES ANDREW YATES DEPARTMENT OF CHEMISTRY

A bachelor of arts degree with a major in chemistry requires the following courses: CHE 122, 205, 206, 301, 302, 401, 405, 402 or 404 or 406 or 450, two courses in physics (PHY 111 or higher), and at least one course in calculus numbered 200 or higher. Students are strongly encouraged to take at least through MAT 201 (Calculus III). 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 satisfactorily complete in residence a minimum of 12 hours in chemistry courses numbered over 200 (and excluding independent study). Tutorials in the Oxbridge Science Molecular Biology major may not be used toward a major in chemistry. 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 prospective chemistry major may apply for admission to the major after completing four required courses, CHE 122, 206, one course in calculus numbered 200 or above, and one course in physics (PHY 111 or 213), or the equivalent via transfer, and have a minimum grade point average of 2.50 in the major courses. (+’s and -’s are used in grade calculation for admission to the major.)

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. PHY 213 and 214 are 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 122. Many students’ initial enrollment is in CHE 121, a spring-semester course, which assumes a minimal knowledge of chemistry. However, those with a strong background in chemistry and mathematics are encouraged to consider beginning with CHE 122 in the fall semester. Students planning to major in chemistry are encouraged especially to consider beginning with CHE 122, since it makes the entry into higher-level courses much more efficient.

Possible curricula for a student majoring in chemistry are shown below. (Some electives, as well as the required courses in chemistry, are included.)

For a student arriving at college with a strong background in math and science:

Freshman fall

CHE 122 General Chemistry II

Freshman spring

CHE 205 Discoveries in Chemistry

CHE 206 Analytical Chemistry

Sophomore fall

CHE 301 Organic Chemistry I

Sophomore spring

CHE 302 Organic Chemistry II

Junior fall

CHE 401 Physical Chemistry I

Junior spring

CHE 406 Instrumental Analysis

Senior fall

CHE 402 Physical Chemistry II

Senior spring

CHE 404 Advanced Inorganic Chemistry

CHE 405 Senior Seminar

Chemistry

For a student who desires to begin with the first semester of general chemistry:

Freshman *fall*

Mathematical preparation (GEN 104)

Freshman *spring*

CHE 121 General Chemistry I

Sophomore *fall*

CHE 122 General Chemistry II

Sophomore *spring*

CHE 205 Discoveries in Chemistry

CHE 206 Analytical Chemistry

Junior *fall*

CHE 301 Organic Chemistry I

Junior *spring*

CHE 302 Organic Chemistry II

CHE 406 Instrumental Analysis

Senior *fall*

CHE 401 Physical Chemistry I

Senior *spring*

CHE 404 Advanced Inorganic Chemistry

CHE 405 Senior Seminar

Students majoring in chemistry may receive certification to teach chemistry, as well as other elementary sciences in grades 9-12, in the State of Missouri. A certification program in unified science has been approved by the Missouri Department of Elementary and Secondary Education. Procedures to be followed in obtaining teacher certification are included in the *Student Handbook for Teacher Certification*. Specific course requirements for all certification programs may be found on the checksheets available in the education department office.

113. Fundamentals of General, Organic, and Biological Chemistry. 5 cr. hrs.

An introduction for the non-science major to the basic principles of chemistry will be accomplished in this course. Topics include scientific measurement, chemical nomenclature, atomic structure, chemical energy, stoichiometry, chemical bonding, solutions, acids and bases, and buffers. Special attention will be given to structures and reactions of organic compounds,

particularly those important in biological systems. The course includes one laboratory period per week and was designed for students who have little or no background in chemistry. CHE 113 is especially appropriate for students interested in allied-health fields. This course is not intended to serve as a prerequisite for CHE 121 or other courses in chemistry. Fall semester.

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 113 and CHE 121, students may not receive credit toward graduation for both courses. It is recommended that students take GEN 103 or 104 prior to enrolling in CHE 121. Spring 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; organic chemistry; and biochemistry. The course includes one laboratory period per week. Prerequisites: CHE 121 or permission of the instructor. Fall semester.

205. Discoveries in Chemistry 0.5 - 1 cr. hr.

In this course, students will be introduced to the use of the chemical literature, to the history of chemistry, and to techniques of scientific writing. The class is designed to expose students to the various resources used by chemists to research a topic. A portion of the semester will be spent reading and discussing biographical texts about important contributors to the field of chemistry. The course culminates in a final paper written on a topic of the student's choosing. Prerequisite: CHE 122. Corequisite: CHE 206. Spring semester.

206. Analytical Chemistry. 4 cr. hrs.

This course is a survey of the field of analytical chemistry. Topics covered include methods of classical quantitative analysis, instrumental methods of quantitative analysis, sample collection and treatment, statistical analysis of data, and the application of analytical methods to

Chemistry

real-world problems. One laboratory period per week is scheduled. Laboratory exercises emphasize both development of technique and comparison of analytical methods. Prerequisite: CHE 122. Corequisite for chemistry majors: CHE 205. Spring semester.

301. Organic Chemistry I. 4 cr. hrs.

This course in organic chemistry begins with atomic structure and builds through functional group chemistry. The interactions between structure, reactivity, and synthesis strategy are stressed. Typical topics include atomic and molecular structure; chirality; reaction mechanisms; nuclear magnetic resonance spectroscopy; and the chemistry of the alkanes, alkenes, alkynes, alcohols, ethers, aldehydes, and ketones. The course includes one laboratory period per week. Prerequisite: CHE 122. CHE 206 is also recommended. Fall semester.

302. Organic Chemistry II. 4 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 one laboratory period per week. Prerequisite: CHE 301. 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 includes introductions to thermodynamics and quantum mechanics as well as spectroscopy, electrolyte chemistry, and kinetics. The one lab period per week will not only involve traditional experiments, but it will also include literature assignments and activities in computer-assisted data analysis. Prerequisites: CHE 206, MAT 200, and admission to the major. (Physics is strongly recommended.) Fall semester.

402. Physical Chemistry II. 4 cr. hrs.

This is a continuation of the types of studies begun in CHE 401. A thorough examination of thermodynamics is emphasized, involving both classical (experimental) and statistical (theoretical) approaches. Additional work on quantum mechanics is also included. The one lab period per week will not only involve traditional

experiments, but it will also include literature assignments and activities in computer-assisted data analysis. Prerequisites: CHE 401 and admission to the major. Offered as faculty availability and student demand allow.

404. Advanced Inorganic Chemistry 4 cr. hrs.

This course is a study of the chemical elements with emphasis on structure, bonding, periodic trends, and concepts relating to mechanisms of inorganic reactions. These tools are used to interpret and systematize the concepts of inorganic chemistry. The course includes one laboratory period per week. The laboratory component will complement the lecture through the preparation, analysis, and study of various inorganic compounds. Prerequisites: CHE 206, 301, and admission to the major. Spring semester in even-numbered years.

405. Senior Seminar 1 cr. hr.

The goal of this course is assisting the chemistry major in becoming better prepared to enter a scientific profession. The class will focus on the formulation and presentation of papers on modern chemical topics. The student will develop the skills needed for researching and delivering a technical seminar. Prerequisites: Admission to the major and senior standing in the chemistry major or permission of the instructor. Spring semester.

406. Instrumental Analysis. 4 cr. hrs.

The course develops a basic understanding of the theory of instrumental chemistry as well as demonstrates, via hands-on experience, the importance of instrumental methods to the modern chemist. A primary concern in the course is development and application of the fundamental principles of an instrumental method and its general theory. Students will not only learn the analytical application of instruments but will also use the instruments to determine important physical chemical data. This latter feature of the course ensures that students acquire a sound knowledge of the chemical principles involved in the measurement and aids in selecting the most appropriate conditions for an analysis. Topics covered include computer interfacing and data analysis, spectroscopy, chromatography, and electrochemistry. There is a strong laboratory component to this course. Prerequisites: CHE 206 and admission to the major. Physics is strongly

Chemistry

recommended. Spring semester in odd-numbered years.

450. Biochemistry 4 cr. hrs.

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

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 as well as the approval of the chairman. The student will be expected to spend about 60 hours in research for each hour of credit.

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. Prerequisite for 410: Admission to the major.

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

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 variety of self-assessment tools. The emphasis of the course is placed on exploring oneself in relation to compatible vocations. Time management, class selection, and issues pertaining to success in college are also addressed. Enrollment is limited to freshmen and sophomores. **Elective credit only.**

99. Orientation to the Job Search. 1 cr. hr. A course designed to build confidence, insight and skills in career decision making. Orientation to the Job Search incorporates a high degree of self-assessment. The focus of the course is concerned with managing an effective job search. The course also exposes students to the world of work and methods of career research. Enrollment is limited to juniors and seniors. Prerequisites: None. **Elective credit only.**

200. Harlaxton Orientation. 0 cr. hrs. Designed to help students prepare themselves for their study at Harlaxton College. Several class sessions give context for assigned reading and exams. Included will be academic advising; information on activities and life in 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 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 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. 3 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 GEN 102 or equivalent and selection into the Writing Fellows program.

Communication

Communication

Professor K.B. Harris, chairman; Professor L.A. Harris; Associate Professor G. Lane; Assistant Professors Menees, Woods; Instructors Marsh, Wyman.

The department offers five majors that lead towards a bachelor of arts degree: communication with a public communication emphasis, communication with a theatre emphasis, theatre education, speech education, and theatre. A grade of C or higher is required in each course for the major. 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 on schedule (i.e., the student must take at least 84 hours outside the Communication Department.).

The Majors

The communication student is taking a major which will prepare him to be adaptable, versatile, and confident in the work world that increasingly demands excellent oral communication skills. The course layout for each major is as follows:

COMMUNICATION

THE CORE *

Communication Theory (215)	2
Voice and Articulation (200)	2
Persuasion (218)	2
American Public Address (380)	4
Advanced Persuasion (300)	2
Senior Seminar (400)	2
Senior Recital (401)	1
	<hr/> 15 hours

*Core courses are required in each of the communication majors with public communication and theatre emphases. The student should strive to take the courses of the core in the order listed.

THE PUBLIC COMMUNICATION EMPHASIS

The public communication emphasis provides a generalist approach to persons interested in

pursuing one of the many communication professions; it also serves well those going into such professions as business, government, public relations, ministry, law, and politics. The public communication courses permit the student to apply principles learned in the core to a variety of communication arenas and formats of presentation. Students majoring in communication with a public communication emphasis must take the following courses:

The Core	15
Telecommunications (343)	4
Press (333)	4
The World of Theatre I (267)	4
Interpersonal/Small Group (353)	4
Argumentation and Debate (323)	4
Cultural Communication (358)	2
	<hr/> 37 hours

THE THEATRE EMPHASIS

The theatre emphasis is a generalist approach for students intent on pursuing work in academic, community, professional, or church theatre. The courses in the emphasis help the student lay a strong foundation in all areas of theatre; thus, she will be graduated with a broad understanding of the art form of theatre and be ready to focus on a specific area after graduation. Non-theatre communication courses help the student be more widely marketable as she faces the job world. To further undergird the generalist approach, the theatre emphasis student should strive to select a wide range of coursework outside of communication and to develop a world view before going on to study or to work in theatre. Students majoring in communication with a theatre emphasis must take the following courses:

The Core	15
The World of Theatre I (267)	4
Technical Theatre	
Seminars (272-279)	(0.5 each) 4
The World of Theatre II (372)	4
The World of Theatre III (373)	4
The World of Theatre IV (474)	4
Senior Theatre Performance (479)	2
	<hr/> 37 hours

Communication

SPEECH EDUCATION AND THEATRE EDUCATION

Students majoring in speech education and theatre education may receive certification to teach in grades 9-12 in the State of Missouri. Procedures to be followed in obtaining teacher certification are included in the *Student Handbook for Teacher Certification*. Specific course requirements for all certification programs may be found on checksheets available in the education department office. Both majors meet the state guidelines for teachers of speech/theatre. The speech education major is for the student who sees himself focusing on debate and forensics as a high school teacher; whereas, the theatre education major is for the student who sees himself focusing on theatre.

SPEECH EDUCATION

The World of Theatre I (267)	4
The World of Theatre II (372)	4
The World of Theatre III (373)	4
Technical Theatre Seminars (272-9)	2
Cultural Communication (358)	2
Voice and Articulation (200)	2
Persuasion (218)	2
Advanced Persuasion (300)	2
Debate (323)	4
Telecommunication (343)	4
Interpersonal/Small Group (353)	4
Performance Studies • (GEN 202)	4
Debate Activities (392)	1
Communication Theory (215)	2
Senior Recital (401)	1
Senior Seminar (400)	<u>2</u>

44

THEATRE EDUCATION

The World of Theatre I (267)	4
The World of Theatre II (372)	4
The World of Theatre III (373)	4
Voice and Articulation (200)	2
The World of Theatre IV (474)	4
Technical Theatre Seminars (272-9)	4
Cultural Communication (358)	2
Persuasion (218)	2
Debate (323)	4
Telecommunication (343)	4
Interpersonal/Small Group (353)	4
Performance Studies* (GEN 202)	4
Senior Theatre Performance (479)	<u>2</u>

44

*Performance Studies is a level two general education course; the speech education and theatre education majors, therefore, will take four level two courses since Performance Studies is in the Cultures and Traditions category from which Bachelor of Arts communication majors may not select a level two course to fulfill general education requirements.

THEATRE

Theatre majors are those who have determined to follow a theatre career professionally or in higher education. It provides an integrated curriculum in which students learn to synthesize information from the various corners of theatre and to collaborate with personnel from all walks of theatre life. Because of the innovative general education program at Jewell and the opportunity to take courses outside general education and theatre, the student has the opportunity to leave the college well rounded and ready for a profession that requires of its practitioners the abilities to think "outside of the box" and to synthesize material in highly sophisticated ways.

The World of Theatre I (267)	4
The World of Theatre II (372)	4
The World of Theatre III (373)	4
The World of Theatre IV (474)	4
Technical Theatre Seminars (272-9)	8
Voice and Articulation (200)	2
Performance Studies (GEN 202)*	4
Voice (MUS 211-412VO)	4
Sr. Theatre Comprehensives (477)	4
Communication Internship (490)	4
Senior Theatre Performance (479)	<u>3</u>

45

*See note concerning Performance Studies under Speech Education and Theatre Education majors.

Courses

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.

Communication

215. Communication Theory 2 cr. hrs.

A survey course designed to introduce the student to communication theory, models and contexts. The course reviews the historical foundation of the field and then progresses to explanations of contemporary theories.

218. Persuasion. 2 cr. hrs.

Study and practice in the construction of persuasive speeches. This course provides an early experience in persuasion that is further developed in COM 300, Advanced Persuasion, and COM 401, Senior Recital. Among the units covered are evidence and style.

267. The World of Theatre I. 4 cr. hrs.

This integrated course explores theatre history (Greece, Rome, Medieval, Renaissance, and Japan) and dramatic literature (twelve plays), and offers practicum in acting (improvisations) and in technical theatre design (properties, publicity, and program). Directing theory and theatre essay writing are introduced.

272-279. Technical Theatre Seminars.

0.5-1 cr. hr. each

272. Technical Theatre Seminar: Costumes

273. Technical Theatre Seminar: Properties

274. Technical Theatre Seminar: Lighting

275. Technical Theatre Seminar: Scenery

276. Technical Theatre Seminar: Sound

277. Technical Theatre Seminar: House

278. Technical Theatre Seminar: Publicity

279. Technical Theatre Seminar: Stage Mgmt.

Technical Theatre Seminar: COM 272-279 (respectively: Costumes, Properties, Lighting, Scenery, Sound, Box Office/House, Publicity, Stage Management; thus, COM 274, Technical Theatre Seminar: Lighting). A seminar in technical theatre practicum. Through consultation with the instructor and work on productions in a given semester, students gain practical experience in technical theatre. Each of these practical experiences gains the student 0.5 hour credit. Theatre majors also study theory related to the technical area of a particular semester for which they earn an additional 0.5 hour credit. Except under very rare circumstances, students may sign up for no more than two tasks (one hour total) per semester. Students should complete all eight tasks before the semester in which they produce their Senior Theatre Performance. Enrollment upon consent of the instructor.

300. Advanced Persuasion. 2 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. Prerequisite: COM 218. COM 218 and COM 300 should be taken in different semesters.

323. Fundamentals of Argumentation and Debate. 4 cr. hrs.

The fundamentals of argumentative speech, analysis, outlining, evidence, and use of reasoning. Designed for the student who has no background in debate. Students with extensive debate background should speak with the instructor before enrolling.

333. 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 possible.

343. 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.

353. Interpersonal and Small Group Communication. 4 cr. hrs.

Designed to guide the student into an understanding of interpersonal communication so she can more effectively participate in interpersonal and small group communication. Within the context of a small group of her peers she is given the opportunity to put theory into practice. As she gains experience and understanding in areas such as conflict resolution and self-concept, she explores her skills in the context of the small group discussion and decision processes. Discussion, small group activities and projects, and journaling allow the student to monitor individual growth.

Communication

358. Cultural Communication. 2 cr. hrs.

A survey course designed to introduce the student to such things as cultural differences, cultural belief systems, culture shock and acculturation, language of culture, and multicultural nonverbal messages.

372. The World of Theatre II. 4 cr. hrs.

This integrated course explores theatre history (neo-classical, eighteenth and nineteenth centuries, India) and dramatic literature (nine plays), and offers practicum in acting (scenes), in technical theatre design (costumes and makeup), and in directing (improvisations). Students learn to write play reviews.

373. The World of Theatre III. 4 cr. hrs.

This integrated course explores theatre history (realism, naturalism, and Classical China) and dramatic literature (four plays), and offers practicum in acting (one act plays), in technical theatre design (scenery), and in directing (scenes). Students learn to write play critiques.

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.

Prerequisite: at least sophomore standing. For majors prerequisites include COM 200, 215, 218. Spring semester.

390-397. Communication

Activities. 0.5-4 cr. hrs.

Designed for special activities. Credit may be obtained in forensics, theatre, performance studies, 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 (0.5) 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. Performance Studies Activity.

392. Debate Activity.

393. Journalism Activity.

394. Broadcasting Activity.

397. Theatre Activity.

400. Senior Seminar. 2 cr. hrs.

The capstone writing/research course in the communication core. In-depth exploration of selected theories of communication culminating in a research paper of journal or convention presentation quality. COM 400 and COMM 401 should not be taken in the same semester.

401. Senior Recital. 1 cr. hr.

The capstone performance course in the communication core courses. Researching, writing, and presenting the twenty-minute persuasive speech is the major focus of the course. COM 400 and COM 401 should be taken in different semesters.

410. Communication Seminars. 2 cr. hrs.

Topics to be announced, prior to registration, in special interest areas not justifying a regularly scheduled course. Special interest areas may include Introduction to Mass Media, Interviewing, Organizational Communication, Nonverbal Communication, Gender Studies, Public Relations, Radio Announcing, Advanced Forensics, and Modern Rhetorical Theory.

474. The World of Theatre IV. 4 cr. hrs.

This integrated course explores theatre history (twentieth century) and dramatic literature (nine plays), and offers practicum in acting (two two-minute audition pieces), in technical theatre design (lighting and sound), and in directing (one act plays). Students learn to write journal articles.

477. Senior Theatre Comprehensives. 4 cr. hrs.

A synthesis tutorial in which the theatre major prepares to take the senior theatre comprehensive exam, a combined objective and essay test that assesses the student's knowledge of content, as well as ability to synthesize content in coherent, sophisticated essays. Prerequisites: Complete all theatre coursework in the theatre major with the possible exception of the Senior Theatre Performance.

479. Senior Theatre Performance. 2-3 cr. hrs.

A capstone theatre performance for communication majors with a theatre emphasis, theatre education majors and theatre majors. The

Communication

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. Prerequisites: The World of Theatre I, II, III, IV, all Technical Theatre Seminars, and consent of instructor. Theatre majors receive three hours credit for the course because they prepare and present a public assessment of the performance.

490. Communication 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: Internship credit is available after a student has completed the following courses, with a grade of C or better, or by permission of the Director of Interns. The courses for Public Communication Emphasis majors are Persuasion, Mass Media: The Press, Mass Media: Telecommunications, Voice and Articulation or World of Theatre; for Theatre Emphasis majors: Communication Theory, Persuasion, Voice and Articulation and 12 hours of theatre classes; for Theatre majors: Voice and Articulation and 14 hours of theatre.

Interested students should obtain a copy of the Department Internship Guidelines from the Departmental Director of Interns the semester before an internship is planned so they can meet the guidelines in a timely fashion.

499. Independent Study. 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.

Computer Studies

Computer Studies

Professor G.B. Williams, Chairman; Associate Professor Buss.

Computer Studies Program

The goal of the Computer Studies Program at William Jewell College is to generate competence in the discipline and create analytical thinkers with excellent problem solving and communication skills.

The program encompasses both the theoretical and practical aspects of computational machinery, data and algorithm design and information management. An appropriate balance of theory and practical skill is a common goal of both the B.A. in Computer Science and the B.S. in Information Systems. The program's core curriculum provides the necessary breadth and depth in the discipline while emphasizing theory, abstraction and design.

Because technology changes rapidly, the program values the conceptual foundations of the discipline over vendor specific applications and implementation details. The aim of the program is to prepare students as technologists rather than training them to be technicians. It is our conviction that a program biased toward an intellectual understanding of a subject will provide the necessary foundations for the life-long learning processes necessary to achieve and sustain productivity in a competitive environment.

The program also recognizes the importance of grounding theory in practice. Over the course of the program the relationships between concepts and implementations are revealed to the student through the use and investigation of a variety of development paradigms and application environments. This practice illustrates the important strengths and weaknesses of each approach.

Many non-major students take classes in the Computer Studies Program to gain appreciable knowledge of computers and information technology as a part of a liberal arts education. The department also encourages its majors to participate in interdisciplinary study.

Computer Resources and Access

The college offers campus wide network resources through over 1600 network connections in dorm rooms, public access labs, department labs, and classrooms. Students may take advantage of e-mail, Internet access, peripheral sharing, and other on-line services. Network design has incorporated an ATM backbone and a cabling system capable of the speeds necessary to carry full motion video. The Computer Studies Program also maintains a local area network independent of the campus wide network for pedagogic support. These resources provide computer studies students the opportunity to explore the variety of uses for computers in networked settings.

Students in the program will be expected to have access to computing facilities. Computer studies students will find ownership of a sufficiently powerful personal computer to be an important requirement for success in the program.

Credit

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

Transfer credit may be applied toward courses required in the major upon department approval. Credit awards will be decided on a case by case basis. The department reserves the right to determine transfer credit equivalency through proficiency examination. A minimum of 16 hours credit in the degree program, including 3 CST courses, must be completed in the major at William Jewell College.

Bachelor of Arts Degree in Computer Science

Major: The following courses are required: CST 160, 170, 320, 325, 403, 406; MTH 200, 281, 331.

The B.A. in Computer Science will produce students who are well grounded in the theoretic aspects of computer science, who are proficient programmers, and who possess a solid understanding of the design and architecture of computational machinery, program design and implementation. Students interested in the theoretical underpinnings of computer science will find this program to be a rewarding

Computer Studies

preparatory experience for graduate work or employment in computer related fields.

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.

Bachelor of Science Degree in Information Systems

Major: The following courses are required: CST 160, 170, 215, 235, 265, 325; ACC 211, 341; BUS 201, 326 and 318 plus one elective from BUS 301 or 305.

The emphasis of the B.S. in Information Systems is on the creation, utilization, and support of complex information processing systems. The IS program shares a common core curriculum with the B.A. in Computer Science while emphasizing systems analysis, design, development and management within application specific domains. The IS program is integrated with the program in business administration to provide students with broader application contexts and opportunities. The B.S. in Information Systems will produce students who are well versed in problem analysis, who are proficient programmers and who can envision technical applications in practical settings.

130. Microcomputer Applications. 2 cr. hrs.
An introduction to microcomputer applications, including word-processing, spreadsheets, presentation managers, databases and Internet access. The course is intended to build basic computer skills for use with other college courses and for professional life. (Course does not apply toward a major in Computer Studies or Mathematics with Data Processing Emphasis.) Students who have attempted CST 265 may not receive credit for this course.

150. Introduction to Computer Studies. 2 cr. hrs.
An introduction to computers and computer programming. The course will include an introduction to computer machinery and the concepts that make them possible, problem specification, program logic and structure, programming, documentation, testing. The course is recommended for several audiences: students intending to major in IS or CS who have not had significant programming experience,

students who want to explore the area of computer studies with the idea of becoming an IS or CS major, or students who have interests in computers and computer technology beyond the users level but may not intend to be majors in IS or CS. This course does not count toward the major in CS or IS. Prerequisites: none.

160. Computer Studies I. 4 cr. hrs.
Concepts of computer studies and programming. Course includes problem analysis, program design, implementation and documentation. Simple data types, and basic control structures. Computer algorithms, processes and functions, basic I/O file processing, standard machine architectures and concepts of programming languages. Individual and group programming projects are an important part of the course. Prerequisites: Consent of instructor, CST 150 or equivalent.

170. Computer Studies II. 4 cr. hrs.
Continuation of Computer Studies I. Concepts from CST 160 will be advanced and expanded. Multiple programming paradigms will be introduced and explored. Individual and group programming projects are an important part of the course. Prerequisites: Consent of instructor, CST 160 or equivalent.

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. Business Oriented Programming Using COBOL. 4 cr. hrs.
Students engage in a semester-long project to convert a system in Structured COBOL into Object Oriented COBOL. The student encounters the syntax of COBOL, the principles of structured programming and the concepts of Object Oriented programming. The project reflects a standard business application and encompasses file and screen handling processes. Prerequisite: CST 265, CST 160 or equivalents. Fall semester.

Computer Studies

225. ASSEMBLER Language. 4 cr. hrs.

Major emphasis on learning the machine oriented ASSEMBLER language. Content will include 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. Prerequisite: CST 160, 170. Offered upon demand.

235. Systems Analysis and Design. 4 cr. hrs.

An introduction to the process of Systems Analysis and Design (SAD). Working in teams, students develop the specifications for an information system using Object Oriented Techniques. Students also encounter structured analysis and rapid application development approaches to SAD. Spring semester, odd years.

265. 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. Microcomputer productivity tools commonly used in business will be discussed and applied. Prerequisite: BUS 201.

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

320. Data Structures. 4 cr. hrs.

Advanced consideration of abstract data types and algorithms. Course builds on concepts introduced in CST 170. Abstract data types will be implemented. Object oriented programming concepts will be studied and implemented. Algorithm analysis, correctness and performance will be emphasized. Prerequisite: CST 170 or equivalent.

325. Data Base Management

Systems. 4 cr. hrs.

Survey of the principles of data base management and design. Course involves the creation of a data base application using a relational database management system. The student will

also encounter the hierarchical, network and object-oriented models for data base organization. Spring semester, even years.

403. Advanced Computer Studies Seminar.

1-4 cr. hrs.

Special topics in advanced computing.

406. Microcomputer

Architecture and Interfacing.

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 information systems.



Education

*Professor Moore, chairwoman; Frances S. Evans
Professor Stockton; Professors Green, Bleakley;
Associate Professor Garrison.*

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

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

Art	K-12
(Pending approval of the Department of Elementary and Secondary Education)	
**Early Childhood	Pre-K-3
Elementary	1-6
English	9-12
French	K-12
Spanish	K-12
*Instrumental Music	K-12
*Vocal Music	K-12
Mathematics	9-12
**Middle School	5-9
Social Studies	9-12
Speech and Theatre	9-12
Unified Science	9-12

*Certification in both areas is possible, but would be difficult to complete in 4 years.

**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 9-12) teacher certification in English, mathematics, social studies and speech-theatre. Bachelor of arts programs for all-level certification (K-12) are available in French, and Spanish. Bachelor of science programs for all-level certification are available in music 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. Certification in middle school may be added to a secondary certification plan by including the appropriate courses in the student's choice of electives. Procedures to be followed in obtaining teacher certification are included in the *Student Handbook for Teacher Certification*. Specific course requirements for all certification programs may be found on checksheets available in the education department office.

Admission to Teacher Education Programs. A student seeking teacher certification in either elementary or secondary grades should complete a Declaration of Intent as soon as this decision is made. These forms are available in the education department office. The prospective elementary education major must have an advisor in the education department and 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, have an advisor in their major, and meet the professional educational requirements for either secondary or all-level certification. It is strongly recommended that students seeking certification in secondary or all-level programs also have an advisor in the education department. Students must meet specific criteria to apply for admittance to teacher education programs. Requirements for admission vary by program and are included in the *Student Handbook for Teacher Certification*.

Education

Application forms for admittance to a teacher education program may be obtained in the education department office.

Transfer Students/Change of Major. Students changing majors or transfer students planning to pursue teacher certification should file a Declaration of Intent form with the education department. The student should consult the *Student Handbook for Teacher Certification* for the criteria which must be met for admission to the teacher education program. Students seeking elementary certification must take 30 hours of Education courses at William Jewell including:

EDU 211 Techniques of Teaching in the Elementary School

EDU 309 Mathematics for the Elementary Teacher

EDU 314 Methods of Teaching an Integrated Curriculum

EDU 410 Student Teaching for Elementary School Teachers

Students seeking secondary or all-level certification must take the following courses at William Jewell College prior to applying for certification:

EDU 310 Instructional Methodology

EDU 410 Student Teaching in the Elementary School, or

EDU 424 Student Teaching in the Secondary School

Transfer students or students changing majors may find it necessary to attend college beyond the usual four years.

Student Teaching. Formal admission to a teacher education program is a prerequisite to application for student teaching. Application for student teaching must be made by the second Friday in February for the following fall and the second Friday in September for the following spring. The criteria for admission to student teaching are stated in the *Student Handbook for Teacher Certification*. Application forms are available in the education department office. A \$25 nonrefundable deposit must accompany the application and will be applied toward the student teaching fee. A student must be approved for student teaching before enrolling

in EDU 410, **Student Teaching for Elementary School Teachers**, EDU 424, **Student Teaching in the Secondary Schools**, or EDU 425, **Student Teaching in Grades K-12**.

Application for Missouri Teacher Certification. In order to obtain a Missouri teaching certificate the student must complete the official state application form (available in the education department office) in the last semester of his/her program of studies. Along with the application form, the student must furnish official transcripts from all colleges that he/she has attended and the results of the **teaching specialty test** of the Praxis II (a national teacher examination) appropriate to his/her teaching field. It is strongly recommended that the student take the Praxis II as early as possible during the senior year. (Information regarding test scheduling, test titles, and minimum passing scores is available from the Teacher Certification Officer.)

200. Teaching the Expressive Arts. 3 cr. hrs.
An integrated course for the prospective elementary teacher in which the roles of art, music and physical education in the elementary school curriculum are analyzed. Major goals of the 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. 3 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. Philosophy, Organization and Administration of the Elementary School. 2 cr. hrs.
A course for those who plan to teach in the elementary school. Emphasis is given to the philosophy, analysis of organizational designs and administration of the elementary school.

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 acquire the knowledge and skill to plan, implement and assess learning effectively in each of four teaching models. The course must be taken at William Jewell College concurrently with EDU 212 within seven years prior to applying for teacher certification.

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

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

215. Information Technology. 2 cr. hrs.

A course dealing with the design, selection, and utilization of learning strategies involving audiovisual and instructional media technologies. Emphasis is placed upon teacher-constructed materials for use in the classroom. Microcomputer competencies and the utilization of video and Internet resources in the classroom are among the major goals of the course. Prerequisite: Declaration of intent to seek teacher certification at William Jewell College. First seven weeks.

234. Psychology and Education of the Exceptional Child I. 3 cr. hrs.

This course is designed for students seeking certification to teach in either the elementary or secondary school, but open to all students interested in exceptionalities in children. Exceptionalities studied are hearing impairment, gifted/talented, mentally handicapped, learning disabled and behaviorally disordered. The causes, characteristics and teaching strategies identified with each exceptionality are studied. Student projects may center on an area of interest. First seven weeks each semester.

235. Psychology and Education of the Exceptional Child II. 1 cr. hr.

This course is designed for students who wish to pursue further studies in the area of child exceptionalities beyond EDU 234. Self-designed projects in a chosen area of exceptionality or in a related field are encouraged and supported. Prerequisite: EDU 234.

PROFESSIONAL EDUCATION COURSES

219. Early Childhood Education: Utilizing Family and Community Resources. 3 cr. hrs.

A study of how family and community resources can be utilized for a more effective early childhood education program. Fall semester.

Elementary education students are permitted to enroll in courses numbered 300 and above only after they have been 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.

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.

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

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

304. Elementary School Language Arts. 2 cr. hrs.

Students will determine goals and objectives of language arts instruction by consulting various sources including the National Council of Teachers of English standards and the Missouri Core Competencies. They will plan, teach and evaluate language arts lessons of various types structured to achieve stated objectives.

Education

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 secondary school.

309. Mathematics for the Elementary Teacher. 5 cr. hrs.

This course is a study of the structure of the number system and the teaching strategies that may be utilized appropriately to teach elementary school-age children (K-8). Students are trained to utilize a wide variety of mathematics materials to make concrete the abstractions of mathematics. Some of the manipulatives used are: unifix cubes, base-ten materials, cuisenaire rods, chip-trading materials, geoboards, metric materials, pattern blocks, attribute sets, balance materials, tangrams and fraction bars. Must be taken at William Jewell College within seven years prior to applying for teacher certification.

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. Must be taken at William Jewell College within seven years prior to applying for teacher certification.

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

312. Methods of Teaching Science/Elementary. 2 cr. hrs.

A course designed to introduce the preservice elementary teacher to instructional theories, strategies, methods and skills involved in teaching elementary science.

313. Social Studies for Elementary Teachers. 2 cr. hrs.

Curriculum, methods and resources for teaching the Social Studies in elementary school. The emphasis is on preparing children for responsible citizenship. This is taken to include a fundamental knowledge of history, geography and economics. Connections between the Social

Studies and the other content areas of the elementary curriculum are made explicit.

314. Methods of Teaching an Integrated Curriculum. 2 cr. hrs.

A course designed to integrate the methods of language arts, science and social studies in the elementary school through a thematic approach. Must be taken at William Jewell College within seven years prior to applying for teacher certification.

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.

322. Learning Environment/Classroom Management. 3 cr. hrs.

This course is designed to teach students how to manage a program or class for young children. It includes the study of basic program types; organization of space, materials and time; and management of a group of children engaged in active learning. A major component of the course is observation of children in three age ranges; infant-toddler, preschool and primary.

329. Early Childhood Education: Language Development. 2 cr. hrs.

A study of the development of language in the normal child. Spring semester, second seven weeks.

330. Foundations of Middle School and Secondary School. 3 cr. hrs.

This course will provide an understanding of the history, philosophy, organization, curriculum, and legal foundations and projected future of the middle school and secondary school. Traditional secondary school philosophies, organizations, curricula, and instructional strategies will be analyzed, comparing and contrasting them with those of the middle school. Culturally diverse populations and special needs students, including gifted, grades 5-12 will be addressed.

Education

331. Middle School Curriculum and Instruction. 2 cr. hrs.

This course will provide an understanding of appropriate curriculum and instructional strategies for middle schools, grades 5-9, with special attention being focused on integrated curriculum, team planning, and multiple assessment strategies. Culturally diverse populations and special needs students will also be addressed.

332. The Reading /Writing Process for Middle School. 4 cr. hrs.

This course acquaints prospective middle school teachers with methods of teaching language skills in grades 5-9. Students will explore the role of literature in the middle school program, integration of reading and writing, techniques of teaching the writing process, and instructional formats for language instruction across the curriculum.

338. Teaching Social Studies in the Secondary School 3 cr. hrs.

Responsible, informed decision making is developed in this course for students seeking certification in secondary Social Studies by sensitizing them to the range of decisions they are likely to encounter as teachers of the social studies and by giving them experience in making these decisions. Students participate in lesson-planning and evaluation activities—all emphasizing decision making. Offered on demand.

340. Teaching Science in the Secondary School. 3 cr. hrs.

Methods for teaching general science, biology, and chemistry in the classroom and laboratory; objectives and organization of subject matter, evaluating the pupil's progress; selection and buying of supplies and equipment; and planning of laboratories. Offered on demand.

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.

345. Teaching Mathematics in the Secondary School. 3 cr. hrs.

Methods of presenting the subject matter of mathematics courses taught in secondary school, the motivation of students, evaluation of results, evaluation and selection of texts and material. References will be made to topics of modern mathematics. Offered on demand.

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.

349. Teaching Foreign Languages. 4 cr. hrs.

Introduction to the theory and practice of teaching foreign languages at both the elementary and secondary levels. Components include: first- and second-language acquisition, individual learning styles, history of foreign language teaching in the U.S., curriculum planning and design, technology in the FL classroom, professional organizations, and observing FL classrooms. Offered on demand. Prerequisites: Junior standing or consent of instructor.

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

See Music section for course description.

352. Methods in Woodwind Instruments. 2 cr. hrs.

See Music section for course description.

353. Methods in Brass and Percussion Instruments. 2 cr. hrs.

See Music section for course description.

405. Classroom Management. 2 cr. hrs.

A course focusing on the major modern theories of classroom management. In addition to the study of theories, strategies for implementation and actual application and assessment of selected strategies will be covered through action research projects in field-based settings.

410. Student Teaching for Elementary School Teachers. 10 cr. hrs.

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

Education

who works with the college supervisor to give the student an opportunity to teach under supervision. The student teacher must, during this time, develop in proficiency and assume complete responsibility for the children in the classroom for at least five consecutive school days. The principal and other school personnel cooperate to include, as nearly as possible, all of the experiences of a contract teacher. See *Student Handbook for Teacher Certification* for admission requirements. Last eight weeks of either semester. Must be taken at William Jewell College within seven years prior to applying for teacher certification.

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.

423. Student Teaching in Middle School. 2 cr. hrs.
This course provides for the education major receiving teaching certification in Middle School, grades 5-9, to observe and teach at a middle school campus. The student, under the direction of the cooperating teacher at each level and the college supervisors, assumes responsibility for teaching. The principal and other school personnel cooperate to include, as nearly as possible, all of the experiences of a contract teacher. See *Student Handbook for Teacher Certification* and *Student Teaching Policy Manual* for admission requirements and general policies governing the program. Must be taken at William Jewell College within seven years prior to applying for teacher certification.

424. Student Teaching in Secondary School. 8-10 cr. hrs.
This course provides for the education major receiving teaching certification in Secondary Education, grades 9-12, to observe and teach at a secondary campus. The student, under the direction of the cooperating teacher and the college supervisors, assumes responsibility for teaching. The principal and other school personnel cooperate to include, as nearly as possible, all of the experiences of a contract teacher.

See *Student Handbook for Teacher Certification* and *Student Teaching Policy Manual* for admission requirements and general policies governing the program. Must be taken at William Jewell College within seven years prior to applying for teacher certification. Students receiving only secondary teacher certification will enroll for ten credit hours. Students receiving a secondary teacher certification and a middle school teaching certificate will enroll for eight credit hours in EDU 424 Student Teaching in Secondary School, and two credit hours in EDU 423 Student Teaching in Middle School.

425. Student Teaching in Grades K-12. 10 cr. hrs.
This course provides for the education major receiving teaching certification in grades K-12 to observe and teach in school campus settings at both the elementary level and the secondary level. The student, under the direction of the cooperating teacher at each level and the college supervisors, assumes responsibility for teaching. The principal and other school personnel cooperate to include, as nearly as possible, all of the experiences of a contract teacher. See *Student Handbook for Teacher Certification* and *Student Teaching Policy Manual* for admission requirements and general policies governing the program. Must be taken at William Jewell College within seven years prior to applying for teacher certification.

430. Independent Studies in Education. 1-4 cr. hrs.
This course is provided for those students desiring or needing opportunities to pursue interests in any areas of concern to teachers. Prerequisite: GPA of 3.5.

451. Music Methods in the Elementary School. 2 cr. hrs.
See Music section for course description.

452. Vocal Music Methods in the Secondary School. 2 cr. hrs.
See Music section for course description.

453. Instrumental Methods in the School. 2 cr. hrs.
See Music section for course description.

462. Vocal Pedagogy. 2 cr. hrs.
See Music section for course description.

465. Practicum in

International Education.

8-12 cr. hrs.

A field experience in American higher education. Students from foreign countries are placed in beginning to advanced level foreign language classes at William Jewell College. Students serve as course assistants under the direction of a foreign language professor. Prerequisite: completion of a post-secondary course of study at a foreign institution. Graded pass/fail. May be repeated.

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

English

*Professor M. Williams, Chairman. Oxbridge
Professor Dunham; Professors Canuteson, Munro,
Robinson; Distinguished Service Professors
Shannon, Tanner; Associate Professor Walters;
Assistant Professors Accardi (on leave), Powers.*

THE JOHN PHELPS FRUIT DEPARTMENT OF ENGLISH

The English Major: A minimum of 32 semester hours is required of each student; the maximum possible is 40 semester hours.

Literature Emphasis. Recommended for those students interested in graduate studies in English, or professional studies in law, journalism, or other fields. The study of literature is an effective complement to a number of other majors at William Jewell. Total: 33 hrs.

ENG 260. The Common Course: Short Fiction and Poetry (4)

ENG 351b. Career Paths for the English Major (1)

ENG 496. Literature Capstone (2)

ENG 497. Senior Project (2)

ENG 465. English Literature Survey I (4)

ENG 475. English Literature Survey II (4)

ENG 485. U.S. Literature Survey (4)

Three of the following: 12 hrs.

ENG 378. Major Woman Author (4)

ENG 379. Major Minority Author (4)

ENG 380. Major American Author (4)

ENG 385. Major British Author (4)

ENG 390. Major World Author (4)

Teaching Emphasis. Recommended for those students interested in teaching English at the secondary level. Total: 35 hrs.

ENG 260. The Common Course: Short Fiction and Poetry (4)

ENG 335. Introduction to the Study of Language (5)

ENG 379. Major Minority Author (4)

ENG 485. U.S. Literature Survey (4)

ENG 496. Literature Capstone (2)

At least one of the following: 4 hrs.

ENG 378. Women's Literature (4)

ENG 380. Major American Author (4)

ENG 385. Major British Author (4)

ENG 390. Major World Author (4)

And at least two of the following: 8 hrs.

COM 230. Mass Media: The Press (4)

ENG 220. Business Writing (4)

ENG 316. Creative Writing: Fiction (4)

ENG 317. Creative Writing: Poetry (4)

ENG 325. Essay Reading and Writing (4)

At least one of the following: 4 hrs.

ENG 465. English Literature Survey I (4)

ENG 475. English Literature Survey II (4)

Students majoring in English **may** receive certification to teach English in grades 9-12 in the State of Missouri. Procedures to **be** followed in obtaining teacher certification are **included** in the *Student Handbook for Teacher Certification*. Specific course requirements for **all** certification programs may be found on **checksheets** available in the education department **office**.

Writing Emphasis. Recommended for students anticipating employment in fields requiring effective writing skills. The English major with the writing emphasis is a strong **complement** to other majors at William Jewell, **including** business and communication. Total: 33 hrs.

ENG 260. The Common Course:

Short Fiction and Poetry (4)

ENG 220. Business Writing (4)

ENG 351b. Career Paths for the

English Major (1)

ENG 498. Writing Capstone and

Portfolio (2)

ENG 499. Senior Project: Writing (2)

And at least two of the following: 8 hrs.

ENG 378. Major Woman Author (4)

ENG 379. Major Minority Author (4)

ENG 380. Major American Author (4)

ENG 385. Major British Author (4)

ENG 390. Major World Author (4)

At least twelve hours from the following:

COM 230. Mass Media: The Press (4)

ENG 235. Introduction to the
Study of Language (4)

ENG 310. Writing in the Liberal Arts (2)

- ENG 316. Creative Writing: Fiction (4)
 ENG 317. Creative Writing: Poetry (4)
 ENG 320. Advanced Writing Applications (4)
 ENG 325. Essay Reading and Writing (4)

ENG 351c Internship. (1-4 hrs.)

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. 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.

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

99. English for

International Students. 2-4 cr. hrs.

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

220. Business Writing. 4 cr. hrs.

A study of theory and practice in written communication within the business organization. Develops a basis for effective, professional writing of letters, memos, reports, proposals and presentations. Prerequisite: GEN 102. Offered every 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. Prerequisites: GEN 102, an advanced writing course, and 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: GEN 102. Offered fall semester, odd-numbered years.

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: GEN 102. Enrollment is with permission only.

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. Prerequisites: GEN 102 and one completed literature course. Enrollment is with permission only.

English

255. Studies in Literature. 4 cr. hrs.

A literary study especially for non-English majors which fulfills 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; to take a second semester of this course, the student must choose a subject matter different from that of the first section taken. Prerequisite: GEN 102.

260. The Common Course: Short Fiction and Poetry. 4 cr. hrs.

An introduction to literary and English studies which serves as the introduction to the WJC English major. All English majors are encouraged to take the course as soon as possible in their career at William Jewell. The course introduces the student to the forms of short fiction and lyric poetry and uses the formalist critical approach. Prerequisite: Formal declaration as an English major or permission of instructor. Offered every semester.

378. Major Woman Author. 4 cr. hrs.

A study of one or several major women writers. The course introduces students to sociological and psychological critical analyses of texts and to the process of research. This course fulfills the literature requirement for graduation. Prerequisite: ENG 255, 260, or simultaneous enrollment in ENG 260. Offered fall semester.

379. Major Minority Author. 4 cr. hrs.

A study of the fiction, poetry, and drama of one or several major twentieth-century minority writers. Students will read and analyze literary works from archetypal, sociological, and psychological critical approaches. Special emphasis will be placed on the works of African American writers. This course fulfills the literature requirement for graduation. Prerequisite: ENG 255, 260, or simultaneous enrollment in ENG 260. Offered spring semester, even-numbered years.

310. Writing in the Liberal Arts. 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. Prerequisites: GEN 102 and junior or senior standing. Offered spring semester.

316. Creative Writing: Fiction. 4 cr. hrs.

An introduction to the writing of short stories through the study of the conceptual and mechanical elements of fiction and the workshop-formatted discussion of student manuscripts. Limited enrollment. At least one completed literature course is recommended prior to enrollment. Prerequisites: GEN 102 and sophomore standing. Offered fall semester.

317. Creative Writing: Poetry. 4 cr. hrs.

An introduction to the writing of poetry through the study of its elements and conventions and the workshop-formatted discussion of student poems. Limited enrollment. At least one completed literature course is recommended prior to enrollment. Prerequisites: GEN 102 and sophomore standing. Offered spring semester.

320. Advanced Writing Applications. 4 cr. hrs.

Study in principles and strategies of argumentation and persuasion in public writing, including business and non-profit contexts. The course includes analysis of ethical principles in argument. Students will complete a business or grant proposal and at least two other extensive writing projects. The course will contribute to the development of a personal writing portfolio. Prerequisite: ENG 220. Offered spring semester.

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. Prerequisites: GEN 102 and sophomore standing. Offered fall semester, even-numbered years.

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

English

and language arts teacher certification requirements. Prerequisite: GEN 102. Offered fall semester, odd-numbered years.

351. Career Paths for the English Major.

1-6 cr. hrs.

Explores career options for English majors and helps students prepare for successful careers after graduation. English 351a, Graduate Studies in English (1 cr. hr.), introduces students to methods of assessing graduate programs in English and developing a strong graduate school application. English 351b, Careers for the English Major (1 cr. hr./offered fall semester), examines the variety of career opportunities for English majors outside of teaching. English 351c, Internship (1-4 cr. hrs./offered each semester), is a program offering majors hands-on experience in job situations. The internship experience is carefully designed to augment the skills in effective thinking, reading and writing that English majors develop in the classroom. Prerequisites for ENG 351c: Minimum 3.0 GPA and permission of the instructor.

380. Major American Author.

4 cr. hrs.

A study of the major works of a significant American author—currently William Faulkner. The course introduces students to biographical critical analyses of the author's work. The course also introduces the student to more sophisticated methods of literary research than those employed in courses at the 200 level, including extensive work with secondary sources. Prerequisite: ENG 255, 260, or simultaneous enrollment in ENG 260. Offered fall semester.

385. Major British Author

4 cr. hrs.

A study of the major works of a significant British author—currently Shakespeare. The course introduces students to biographical critical analyses of the authors' work. The course also introduces the student to more sophisticated methods of literary research than those employed at the 200 level, including extensive work with secondary sources. Prerequisites: ENG 255, 260, or simultaneous enrollment in ENG 260. Offered spring semester.

390. Major World Author.

4 cr. hrs.

A study of the major works of an internationally known author. The course introduces

students to biographical critical analyses of the author's work. The course also introduces the student to more sophisticated methods of literary research than those employed in courses at the 200 level, including extensive work with secondary sources. Prerequisite: ENG 255, 260, or simultaneous enrollment in ENG 260. Offered spring semester, odd-numbered years.

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. Prerequisites: ENG 380, 385, or 390; or junior standing and permission of the instructor. Prerequisite: one major author course. Offered fall semester, even-numbered years.

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: one major author course. Offered fall semester, odd-numbered years.

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: one major author course. Offered spring semester.

496. Literature Capstone.

2 cr. hrs.

A study of the most important modern schools in literary criticism and the methods by which they derive form and meaning from texts. Students will undertake a systematic examination of the philosophical bases of the approaches to literature used in previous literature courses and will discuss the practical value of each of these approaches for literary research. Offered fall semester.

497. Senior Project: Literature.

2 cr. hrs.

This course is designed as the final experience in the English major with the literature emphasis, serving in part to assist students in the transition from academic to professional life. The focus of the semester will be on the production for publication of one of the following: an analysis of literary work, a creative work, or an

English

interdisciplinary writing project, for those students with a double major. The topic will be chosen in consultation with the instructor. Prerequisite: ENG 496. Offered spring semester.

498. Writing Capstone and Portfolio. 2 cr. hrs.

The development of a writing portfolio to document the writing competencies required of the English major with the writing emphasis. The course provides the student with the opportunity to review, evaluate, and synthesize the writing experiences which he or she has had and to add to the portfolio the documents necessary to address the competency requirements. This course provides a transition for the student from academic standards to those standards appropriate for successful writing in the world of work. Offered fall semester.

499. Senior Project: Writing. 2 cr. hrs.

This course is designed as the final experience in the English major with the writing emphasis, serving in part to assist students in the transition from academic to professional life. The focus of the semester will be on a writing project, either technical or interdisciplinary, directed toward publication or professional use. The topic will be chosen in consultation with the instructor. Prerequisite: ENG 498. Offered spring semester.

Geography

304. World Geography. 3 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, Russia, Japan, Australia and New Zealand; Latin America, Africa, Middle Eastern countries and Asia. Offered spring semester 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

History

Oxbridge Professor Chatlos. Chair; Professor Spletstoser; Associate Professor Reynolds; Assistant Professor Woodruff.

The History Major. A minimum of 30 semester hours is required for the major, a maximum of 40 semester hours is allowed. Majors must take: at least 8 hours in American history and 8 hours in world history; two beginning-level survey courses (103 or 104, and 121 or 122) very near the outset of the major; at least 16 hours of middle-level courses (numbered 200 and 300); and the 400-level Senior Capstone Research Seminar. This Capstone Seminar will normally be taken during the fall of the senior year toward the end of the major. Majors may take one course from the following as a part of the "middle" of their major: Art History 250 or 251, World Geography 304 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 chair about possibilities.

General Education: Students who select history as their first major must follow the requirements for the B.A. degree; the history major as a second major combined with a B.S. primary major does not require the additional B.A. degree courses. Some general education courses may count toward the major; consult with the chair about this matter.

Class Selection: Students will normally take beginning courses before they take middle courses. 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 9-12 in the State of Missouri. Procedures to be followed in obtaining teacher certification are included in the *Student Handbook for Teacher Certification*. Specific course requirements for all

certification programs may be found on check-sheets available in the education department office.

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.

BEGINNING LEVEL COURSES

103. World History to 1600. 4 cr. hrs.
Introduction to the study of history as a liberal art. Considers the development of civilization in the West (Greece, Rome, the Middle Ages, the Renaissance and Reformation), Asia, Africa, and the Western Hemisphere. Interrelationships in global history are treated. (Students may not receive credit for both HIS 101 and 103.)

104. World History since 1600. 4 cr. hrs.
Introduction to the content and methodology of modern history. Considers the development of absolute monarchy, the Enlightenment, the French and Industrial Revolutions, the rise of European nations as world powers, imperialism, nationalism, and independence in non-Western nations, modern intellectual trends, and the two World Wars and their aftermath. (Students may not receive credit for both HIS 102 and 104.)

121. 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. (Students may not receive credit for both HIS 221 and 121.)

122. History of the United States, 1865 to the Present. 4 cr. hrs.
A survey of the United States history from Reconstruction of the South after the Civil War to the present. Emphasis is placed on social, economic, and political developments. Spring semester. (Students may not receive credit for both HIS 222 and 122.)

MIDDLE LEVEL COURSES

202. Introductory History Colloquium:

World History. 4 cr. hrs.

This course will provide a stimulating opportunity for a select group of students to consider a topic which is limited geographically and chronologically (such as "Women in Western Europe," or "Hitler's Europe," or "History of Science and Technology"). 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.

223. History of England.

4 cr. hrs.

A survey of the major themes, events, and people of English history from the 17th century to the present. This course introduces students to the work of historians as well as topics such as the impact of the Reformation, the English Civil War, the rise of parliament and party politics, England and the War for American Independence, the Industrial Revolution, Britain as an imperial power, the two World Wars, and the welfare state. Students who have taken the Harlaxton "British Studies" ID course may not take HIS 223 for credit.

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.

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 Frontier. 4 cr. hrs.

The course examines the succession of American frontiers from the earliest days of New France and the Spanish Borderlands through the Anglo-American colonial frontier and the trans-Appalachian and trans-Mississippi Wests. Special emphasis is placed on the contributions of seemingly endless areas of free, or nearly free, land to the development of the "American character."

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.

History

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.

This course is an advanced survey of Europe in the 17th and 18th centuries, to 1815. Students will study topics such as the Wars of Religion, the rise of absolutism, Europe and the New World, the Scientific Revolution and Enlightenment, and the French Revolution. There is usually a "focus" to this study, which may be either based in content, such as warfare through time, or methodological, such as historiography or biography. Recommended background: HIS 103, 104, 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 103, 104, 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 103, 104, or 223.

SENIOR COURSES

400. Senior Capstone Research Seminar

4 cr. hrs.

This course is the senior seminar for history majors in which students will study a variety of historical methods and research techniques. They will then apply some of these methods, along with their writing skills, producing a research project/paper. The research project, required of all majors, is to be on a topic chosen by the student in consultation with the instructor. Students will present their findings in an oral presentation as well as the final written version. Offered only in the fall.

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/Ind. Study/Japanese Study

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 Area Studies

A student in the exchange program may earn a major in Japanese area studies through a year's successful work at Seinan Gakuin University. The major requires 12 hours of Japanese language courses 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 Hemming, chairman; Professors Vera, Westlie; Associate Professor Cadd; Assistant Professors Heath, Kauffmann, Myers and Woodruff.

Modern

The language requirement for the B.A. degree may be met by demonstrating proficiency equivalent to 12 hours of work in one foreign language. Proficiency may be demonstrated by successful completion of French, German, Spanish or Japanese 211, or Greek or Latin 213, or any higher level course.

Entering students may receive up to 8 hours of credits in French, German or Spanish at the elementary level by submitting a satisfactory score on the CLEP examination, or in Greek, Latin or Japanese on the basis of a locally administered examination.

Students with two years or more of the same foreign language in high school may not enroll in the beginning courses of that language (111-112). They must take the placement test and enroll in the course indicated. Students whose placement test scores do not qualify them to enroll in an intermediate course (211 or Latin 213) must enroll in the accelerated elementary course (114).

French or Spanish Major

French majors must complete 24 hours of French courses numbered 300 or above, including FRE 415.

Spanish majors must complete 24 hours of Spanish courses numbered 300 or above. The major must include at least 16 hours of literature courses and a maximum of 4 hours of advanced language study. The Senior Synthesis course is obligatory for all Spanish majors.

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

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

Students may receive certification to teach French, German or Spanish in grades K-12 in

the State of Missouri. Procedures to be followed in obtaining teacher certification are included in the *Student Handbook for Teacher Certification*. Specific course requirements for all certification programs may be found on checksheets available in the education department office.

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:

Sixteen 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. French students must include FRE 325 in the 16 hours.

Fifteen hours of Business courses, including BUS 201, 305, 315, 318, and 451A.

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

Eight hours of Accounting courses, including ACC 211 and 341.

Twelve hours of courses dealing with the target language area (e.g., Europe) chosen from anthropology, economics, geography, history, political science and sociology.

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

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.

Languages

es, 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 with two or more years of high school French may not enroll.) Fall semester.

112. Elementary French II. 4 cr. hrs.

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

114. Accelerated Elementary French. 4 cr. hrs.

An introductory college course in French covering the skills of listening, speaking, reading and writing French. The course covers the same material as FRE 111, 112 at an accelerated pace for students who have had two or more years of French in high school, but whose placement test scores indicate that they are not adequately prepared to enter FRE 211. Prerequisites: Two years of high school French and recommendation of the Department based on the placement test. Fall semester.

211. Intermediate French I. 4 cr. hrs.

Review of grammar, further practice in conversation and composition, with emphasis on French culture. Four class sessions per week plus one conversation session with French Assistant. 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 intro-

duction 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. 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. Spring semester, alternate years..

325. French in the Business World. 4 cr. hrs.

Development of language skills and vocabulary, particularly in respect to business usage. A study of cultural differences that can affect communication and cooperation in a business context. An exploration of resources useful to an American working in a French business context. Prior courses in accounting, business and/or economics recommended. Spring semester.

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.

353. French Civilization and Literature. 4 cr. hrs.

A study of the cultural, social and political climate of France since the sixteenth century supported by a detailed study of French poetry;

Languages

review of selected grammar and sentence structure; and opportunities to speak French.

Prerequisites: 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, alternate years.

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. (Students with two or more years of high school German may not enroll.) Fall semester.

112. Elementary German II. 4 cr. hrs.

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

114. Accelerated Elementary German. 4 cr. hrs.

The course will cover fundamental elements of listening, speaking, reading, and writing

German, as well as an overview of various cultural aspects of the German-speaking countries. The course is designed for students who have had two or more years of German in high school, but whose placement test scores indicate inadequate preparation for entry into GER 211. Materials covered are the same as for GER 111-112, but at an accelerated pace.

Prerequisites: Two years of high school German; recommendation of Language Department based on placement test.

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: GER 112 or equivalent. Fall 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: GER 211 or equivalent. Spring semester.

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: GER 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 with two or more years of high school Spanish may not enroll.) 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. Spring semester.

SPA 114. Accelerated Elementary Spanish. 4 cr. hrs.

An introductory course in Spanish covering the skills of listening, speaking, reading and writ-

Languages

ing Spanish. The course covers the same material as SPA 111 and 112 at an accelerated pace for students who have had two or more years of Spanish in high school, but whose placement test scores indicate that they are not adequately prepared to enter SPA 211.

211. Intermediate Spanish I. 4 cr. hrs.
Review of grammar, further practice in conversation and composition, reading from representative Spanish and Spanish-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.

320. Introduction to Hispanic Civilization. 4 cr. hrs.
An introduction to the history and cultures of Spain and Spanish America. Two literary works, one from Spain and one from Spanish America, will be studied within their cultural as well as literary contexts. The course emphasizes writing skills and the development of clarity and accuracy in both written and spoken Spanish. Prerequisites: SPA 212 or equivalent. Fulfills humanities credit for graduation.

321. Introduction to XIX and XX Century Novel of Spain and Spanish America. 4 cr. hrs.
An introduction to the genre of the novel within the history and cultures of XIX and XX Century Spain and Spanish America. Four novels, two from Spain and two from Spanish America, will be studied within their cultural as well as literary contexts. The course emphasizes writing skills and development of clarity and accuracy in both written and spoken Spanish. Prerequisite: SPA 320. Fulfills humanities credit for graduation.

322. Introduction to XIX and XX Century Short Story and Poetry of Spain and Spanish America. 4 cr. hrs.

An introduction to the genres of poetry and short story within the history and cultures of XIX and XX Century Spain and Spanish America. The course will focus on the social as well as literary importance of the poet and writer of short fiction within the Hispanic world. The course emphasizes writing skills and development of clarity and accuracy in both written and spoken Spanish. Prerequisite: SPA 320.

323. Masterpieces of Spanish Literature. 4 cr. hrs.

An introduction to the study of important literary works within the context of the major political and social developments within Spain, and the great literary movements of Europe. The course will include works from Middle Ages, Golden Age, and XIX Century. The course emphasizes writing skills and development of clarity and accuracy in both written and spoken Spanish. Prerequisites: SPA 321 or 322.

324. Masterpieces of Spanish-American Literature. 4 cr. hrs.

An introduction to the study of important literary works of Spanish America within the context of the major political and social developments, and the influence of the great literary movements of Europe. The course will focus on the novel, short fiction, and some poetry. The course emphasizes writing skills and development of clarity and accuracy in both written and spoken Spanish. Prerequisites: SPA 321 or 322.

325. XX Century Spanish Theater. 4 cr. hrs.
A presentation of the major trends in Twentieth Century Spanish theater through the reading of a number of significant plays. The plays will be studied in their social and artistic contexts. Prerequisites: SPA 320 or permission of instructor.

326. Study of *Don Quijote*. 4 cr. hrs.
An in-depth study of the character of Don Quijote, and analysis of Cervantes' narrative technique. The course will require reading of the novel in a version which retains many archaic forms of speech, as well as selected

Languages

contemporary critical works. Prerequisites: SPA 320 or permission of instructor.

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.

415. Hispanic Civilization and Literature:

Senior Synthesis. 4 cr. hrs.

This course is for the student whose major field is Spanish, and is the final course in the major sequence. The focus of the course is on synthesizing knowledge from previous courses into a broad historical and cultural framework. The course will require study of two cultural history books, as well as several literary works from Spain and Spanish America. Prerequisites: At least 16 hours of 300-level work in Spanish, 8 of which must be on the WJC campus.

Japanese

See the section on "Japanese Area 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. 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. 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. 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. 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. 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. Spring semester. Fulfills humanities requirement for graduation.

Classics

THE ROBERT BAYLOR SEMPLE DEPARTMENT OF CLASSICS

Greek

111-112. Elementary

New Testament Greek. 4 cr. hrs. each

Inflection, syntax, word formation and vocabulary building are emphasized along with reading simple passages from the Greek New Testament.

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.

Languages

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. Offered on demand.

215. Intermediate Ancient Greek. 4 cr. hrs.

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

311-312. Independent Study. 4 cr. hrs.

Readings in one or more Greek authors. 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. (Students with two or more years of high school Latin may not enroll in 111.)

114. Accelerated Elementary Latin. 4 cr. hrs.

Inflection, syntax, word formation, vocabulary building are emphasized. The course covers the same material as LAT 111, 112 at an accelerated pace for students who have had two or more years of Latin in high school, but whose placement test scores indicate that they are not adequately prepared to enter Lat 213. Prerequisite: Two years of high school Latin and recommendation of the Department based on the placement test.

213. Intermediate Latin. 4 cr. hrs.

Builds on a foundation of grammar attained in 111-112. Extensive reading from the works of one or more Latin authors. Fall semester.

311-312. Independent Study. 4 cr. hrs.

Leadership Studies

Leadership Studies Program

Professor Nadler, director.

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

Students are chosen each spring semester through a competitive application/interview process. In order to graduate as Pryor Leadership Fellows and receive the corresponding leadership certificate, students must complete all required activities. The certificate requires completion of:

250. Introductory Seminar. 2 cr. hrs.

This seminar will introduce students to leadership theory, engage them in a variety of self-understanding and assessment exercises, provide them individual and collective leadership experiences, and assist them in preparing and executing their first leadership growth plans. Fall semester.

251. Service-Leadership Experience (Outward Bound Trip). 2 cr. hrs.

This off-campus experiential learning experience will allow students to put into practice leadership skills and ideas learned during the introductory seminar. The trip will include a service component. (Scheduled during the semester break.)

300. Volunteer Internship. 1 cr. hr.

This internship is a non-paid experience fostering civic volunteerism and civic leadership. Its purpose is to link theory and practice, providing students the opportunity to observe in a volunteer setting the leadership/followership concepts studied in the program. Each student will work under the supervision of a leadership mentor and will devote a minimum of seventy hours to each internship. Forum obligations

and meetings with the director will be included in the seventy hours. (Must be completed before enrolling in the Capstone Seminar.)

301. Vocational Internship. 1 cr. hr.

This internship provides an opportunity for students to explore and experience first-hand their own career interests. Its purpose is to link theory and practice, providing students the opportunity to observe in a vocational setting the leadership/followership concepts studied in the program. Each student will work under the supervision of a leadership mentor and will devote a minimum of seventy hours to each internship. Forum obligations and meetings with the director will be included in the seventy hours. The internships must have a reasonable relationship to students' majors. Students may accept pay for this internship. (Must be completed before enrolling in the Capstone Seminar.)

350. Capstone Seminar. 2 cr. hrs.

The seminar will re-examine leadership theory, and assist students in creating a plan for continued personal and leadership growth. (Spring semester of junior year or spring semester of senior year if the student enters as a sophomore and elects to study overseas during the junior year.)

Forum Series

The purpose of the Pryor Leadership Forum is to provide an opportunity for genuine interchanges among student, faculty, and community leaders. The goal is to invite community leaders (regional, national, world) to the campus to talk with students, faculty, and other community leaders about leadership. These individuals will bring "real world" experiences to the campus. In partnership with the faculty, they will help to bridge the gap between theory and practice—between the classroom and the world students will enter upon graduation. In turn, the community leaders will benefit from the exchange of information and ideas and from taking time to reflect and talk about the larger significance of their work. We trust that such interaction will be mutually beneficial and will enhance the development of future leaders. (Each semester 0 credit hours.)

Leadership Portfolio. The portfolios must be reviewed and approved by an evaluation com-

Leadership Studies

mittee comprised of the leadership studies director, faculty members, and representatives designated by the Pryor Foundation. At the request of the Pryor Foundation, this review process may also include exit interviews with students. The portfolio will include the following:

1. Leadership Growth Plans.
2. Outward Bound Journal and Summary Document
3. Internship Journals and Internship Exit Essays
4. Mentors' Evaluations
5. Forum Papers
6. Other items deemed appropriate by the director.

Mathematics

Mathematics

Professor Thoman, chairman; Associate Professor Mathis; Assistant Professor Sherrick.

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

B.A. IN MATHEMATICS

Major: 28 semester hours including Mathematics 200, 201, 281, and three courses from 301, 305, 335, 347, 410, 451.

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.

All majors must successfully complete a senior project. The project may be a formal independent study (MAT 490) or may be done in conjunction with a senior seminar, upper level class project, or teaching unit.

B.S. IN MATHEMATICS WITH DATA PROCESSING EMPHASIS

Major: Mathematics 200, 201, 281, 335, one upper level elective in mathematics; Computer Studies 155, 160, 215 plus two computer studies electives; Accounting 211, 341; Business Administration 201, 301.

Students majoring in mathematics may receive certification to teach mathematics in grades 9-12 in the State of Missouri. Procedures to be followed in obtaining teacher certification are included in the *Student Handbook for Teacher Certification*. Specific course requirements for all certification programs may be found on checksheets available in the education department office.

GEN 103. Math Model Building and Statistics. 4 cr. hrs.
For course description see GEN 103 in the General Education section of this catalog.

GEN 104 Statistics and Applied Calculus. 4 cr. hrs.
For course description see GEN 104 in the General Education section of this catalog.

145. College Mathematics. 4 cr. hrs.
Basic concepts of precalculus including the study of algebraic and trigonometric functions, and limits plus an introduction to the concepts and applications of calculus with particular emphasis on business applications.
Prerequisite: Gen. 103. (Will not count toward a mathematics major.) Each semester.

199. Calculus I. 3 cr. hrs.
Includes limits, continuity, the derivative of algebraic and trigonometric functions, plus an introduction to the integral. Emphasis is placed on concepts, and applications of derivatives and differentials, and integrals.
Prerequisite: Intro. to calculus in high school mathematics or MAT 145. 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: GEN 104, MAT 199, 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. Differential Equations. 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, odd years.

203. Applied Statistics 2 cr. hrs.
This course builds on the descriptive statistics and statistical inferences for means and proportions covered in GEN 103 and 104. Coverage will include analysis of variance, goodness of fit tests and tests of independence using the chi-squared distribution, and certain non-parametric tests in the context of significant applications and student projects. Students with credit in MAT 216 will not receive credit in MAT 203. Pre-requisite: GEN 103, GEN 104, or course with an equivalent statistics component.

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

Mathematics

and eigenvectors with particular attention to topics that arise in applications. Prerequisite: MAT 199 or equivalent. Spring semester, even years.

301. College Geometry. 3 cr. hrs.
A study of Euclidean Geometry, finite geometries, and non-Euclidean geometries. Prerequisites: junior standing or consent of instructor. Spring semester, odd 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. Fall semester, even 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. 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, odd years.

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. Spring semester, even years.

490. Independent Study. 1-4 cr. hrs.
Approved on- or off-campus projects in independent research and reading by mathematics majors.

Music

Music

Professor D. Brown, chairman; Professors Emig, Epley, Posey; Robert H. McKee Professor Wilder; Associate Professors H. Brown, Permenter, Witzke; Assistant Professors Folsom, Kruse, Schaefer.

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/choral (K-12) and instrumental (K-12) music are achieved through the bachelor of science degree program. Certification in both areas is also available, but would be difficult to achieve in four years. 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. Procedures to be followed in obtaining teacher certification are included in the *Student Handbook for Teacher Certification*. Specific course requirements for all certification programs may be found on check sheets available in the education department office.

Both 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). A student must complete 84 non-music hours. The core music requirements are as follow: 14 hours of basic musicianship/theory, 6 hours of music history, 2 hours of conducting, 12 hours of applied study (including keyboard), and 6 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, a maximum of 60 hours of music is required (exclusive of performance lab/ensemble requirement). A student must complete 64 non-music hours. 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 and 14-18 hours of applied study (including keyboard) for a total of 40 - 44 hours. The remaining music hours consist of a) courses to support the student's professional goals: public school music, church music, performance, theory/composition, private teaching or music business and b) music electives. 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 are particularly well suited to help fulfill humanities credits in completing the distribution general education program: MUS 101a-b-c, MUS 102a-c, MUS 140a-b (either or both), MUS 201a, b, MUS 202a, b, and MUS/REL 344.

MUSIC THEORY

All students should be prepared to take Music 101a-b-c, 102a-b-c, and 201a-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.) Sight-singing and dictation of diatonic scales, intervals, triads, rhythmic groups, harmonic function 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.) Sight-singing 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 III: Twentieth Century Harmony 2 cr. hrs.

A study of the techniques of 20th-century compositions; and investigation of styles, such as impressionistic, dynamistic, serialistic and electronic practices. Prerequisite: MUS 201a. Spring semester.

300. Structural Forms in Music 2 cr. hrs.

A study of the forms of contrapuntal and classical music and analysis of representative works, including song form, compound ternary, rondo, sonata-allegro, invention, and fugue. Prerequisite: MUS 201A. Fall semester.

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, 1998.

403. Choral Arranging. 2 cr. hrs.

A study of techniques involved in and practical experience in the arranging of existing music for vocal and choral media. Prerequisite: MUS 201 and permission of instructor. Spring semester.

404. Instrumentation and Instrumental Arranging. 2 cr. hrs.

A study of the basic acoustic and timbral properties of wind, string and percussion instruments and of the techniques for arranging existing music for a variety of instrumental media. Prerequisites: MUS 201A or permission of instructor. Fall, 1999.

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

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.

Music

441. Music Literature: Performance Practices and Historical Research. 2-4 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 coordinated 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 particular applied 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 described under Class Instruction.

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.)

111MM. MIDI/MAC Class Piano. 1 cr. hr.
Using MIDI keyboards and Macintosh computers. May be repeated using same number; subject material may vary. Prerequisite: permission of instructor. May be used to help fulfill keyboard requirement after passing keyboard barrier. (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. After completion of "Singer's Diction," the diction labs may be taken in any sequence.

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. Fall semester, 1998. 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, 1999. 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, usually the 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. Fall semester. Also listed as EDU 453.

462. Choral/Vocal Techniques. 2 cr. hrs.
A study of comparative vocal pedagogy including concepts of vibrato, registers, dynamics, range, breathing, support, tone, placement, resonance, and voice classification. Practical appli-

cation through observation and supervised teaching. Fall semester, 1998. Also listed as EDU 462.

CONDUCTING

260. Basic Conducting. 2 cr. hrs.
Beginning conducting techniques for both instrumental and choral media. Spring semester.

361. Advanced 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. Advanced 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, 1999.

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, 2000.

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, 1998.

Music

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, 1999.

PERFORMANCE LABS/ENSEMBLES

A wide variety of performance labs/ensembles is available to qualified students. Performance laboratories (ensembles) are for most students an extension of applied study and/or choral and instrumental techniques classes. Non-music majors may use up to eight hours of lab/ensemble credit as elective hours toward graduation. The same course number is used when repeating the course. Auditions are usually required.

TRAINING ORGANIZATIONS

103A. Beginning Handbells. No Credit

103B. Training Orchestra. 1 cr. hr.
Applicable to instrumental lab/ensemble requirements for music majors.

CHAMBER ORGANIZATIONS

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 ORGANIZATIONS

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 lab/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 lab/ensemble requirements for music majors.

305. Symphonic Band. 1 cr. hr.
Open to all students by audition, this 60 piece band meets three times weekly. Primarily a concert organization, the band does not march. The group presents area concerts and tours regularly. Applicable to instrumental lab/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 to six programs a year. Applicable to instrumental lab/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.

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, 2000.

375. Opera Workshop. 1 cr. hr.
Study of a selected opera or operetta. The study will include examination of the music and libretto and the effect these elements have on the characterization of each role. Other works and composers that relate to the selected opera will also be examined. Prerequisite: permission of the instructor. 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, 1999.

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, 1998.

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

Professor Kersten, chairwoman; Professor Edwards; Assistant Professors Fletcher, Godfrey, Meek, Webb; Instructors Lasiter and Waterman.

The nursing program at William Jewell College is a carefully designed program of professional studies in nursing, liberal arts courses, and support courses which leads to the bachelor of science degree with a major in nursing.

The department is fully accredited by the National League for Nursing, 350 Hudson St., NY, NY 10014. Graduates are eligible to apply to take the licensure examination [refer to the State of Missouri Nursing Practice Act, 335.066, 1.2(1) through (14), as amended 1995].

Licensure applicants must be at least 19 years of age, have completed high school or GED equivalent and have successfully completed the nursing program. Completion of the program does not guarantee eligibility to write the licensure examination.

Please note: Admission to and graduation from the nursing major does not ensure eligibility for state licensure. Any candidate for licensure who has ever been charged or convicted of a misdemeanor or a felony will be required to submit documentation of the court proceedings for that charge or conviction to the State Board of Nursing of the state in which licensure is sought. The State Board of Nursing will make the decision whether or not to allow an individual to take the licensing examination.

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

Applicants will be evaluated for acceptance into the nursing program using the following guidelines:

Grade Point Average:

- Minimum grade point average of 2.50
- Minimum grade of C in all courses required for general education and the nursing major.
- Completed prerequisite courses as listed in the college catalog.

Length of Enrollment at William Jewell College:

- Preference given to students who enrolled at William Jewell as freshmen with nursing as declared major.

Essay Response:

- Essay guidelines on application form.

Students begin the program in the spring semester of the sophomore year. To have an application considered for spring admission, the completed application will be reviewed by the department beginning **June 1** of the previous year. A detailed statement of policies and procedures is available in the Department Student Handbook. Forty 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 will be considered for admission based on the admission guidelines: grade point average, length of enrollment at William Jewell College, and essay response. 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. Official transcripts from each college attended (including spring semester courses)
3. Essay response
4. Verification of current professional licensure (R.N. applicants only).

Nursing

It is the student's responsibility to ascertain that the application is complete. Applications will be considered beginning **June 1**.

Prerequisite Courses: To begin NUR 250 during the spring semester, a student must have completed the following prerequisites or equivalents:

Biology 243 - Anatomy
English 100/GEN 102
Psychology 211
Chemistry 113

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 301, 311, and 320:

Biology 221 - Microbiology
Biology 250 - Physiology
Communication 100/GEN 101
Philosophy 202 - Ethics (transfer students)

Required Courses: The following courses are required in the nursing major: 232, 242, 250, (251 for RN students), 301, 311, 320, 370, 372, 380, 400, 410, 470, 480, and 490. Students must have a grade of C or above in all nursing courses.

Nursing majors are required to take Psychology 303, Abnormal Psychology, and GEN 103, Math Model-Building and Statistics, or Math 216, Elementary Statistics for Social Sciences, prior to NUR 370 and NUR 372.

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. Prerequisites: None. Fall semester.

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: None.

215. Stress Management. 2 cr. hrs.
This course assists 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. For all majors. Fall semester.

232. Nursing Assessment. 2 cr. hrs.
Nursing assessment includes didactic and laboratory experiences with interviewing, nursing history taking, physical examination techniques and a final head-to-toe physical examination practicum. Corequisite: NUR 242, 250. Spring semester.

242. Pharmacology. 2 cr. hrs.
This course is a study of major drug classifications and will include: pharmacodynamics, pharmacokinetics, therapeutic uses, adverse reactions, precautions and contraindications, nursing interventions and client education. Corequisites: NUR 232, 250. Spring semester.

250. Fundamentals of Nursing. 4 cr. hrs.
Introduction to the major concepts of the curriculum framework. The following concepts are emphasized in classroom and laboratory situations: 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 three hours lecture and three hours clinical practicum/laboratory per week. Prerequisite: see admission criteria. Corequisite: NUR 232, 242.

Nursing

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.

301. Human Pathophysiology. 3 cr. hrs.

Pathophysiology is a didactic course in the study of human pathophysiological processes and responses. Prerequisites: BIO 243, 250 or equivalents. Fall semester.

311. 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. Fall semester.

320. Adult Health Nursing. 8 cr. hrs.

This course is designed to build upon the basic skills and theories taught in NUR 232, 242, and 250. 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 wholistic 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 232, 242, 250. Fall semester.

321. Nursing in Great Britain. 1 cr. hr.

This course is required for junior 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. Fall semester.

370. Mental Health Nursing. 4 cr. hrs.

This course is designed to assist the junior 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: PSY 303, NUR 232, 242, 250, 301, 311, 320. Spring semester.

372. Nursing Research. 2 cr. hrs.

Introduction to basic research methodology and its application to nursing. Prerequisite: GEN 103 or MAT 216; NUR 232, 242, 250, 301, 311, 320. Spring semester.

380. Community Health. 4 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 232, 242, 250, 301, 311, 320. Spring semester.

400. Child Health Nursing. 4 cr. hrs.

Application of the nursing process in health management with 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 child health nursing. Four lecture hours and 12 clinical practicum/laboratory per week. Prerequisite: NUR 232, 242, 250, 301, 311, 320, 370, 372, 380. Fall semester.

410. Parent Newborn Nursing. 4 cr. hrs.

Application of the nursing process in health management with childbearing 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 obstetrical nursing. Four lecture hours and 12 clinical practicum/laboratory per week. Prerequisite: NUR 232, 242, 250, 301, 311, 320, 370, 372, 380. 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: None. Fall semester.

Nursing

470. 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. Lecture and clinical experiences in specialty areas.

Prerequisite: NUR 232, 242, 250, 301, 311, 320, 370, 372, 380, 400, 410. Spring semester.

480. Management/Leadership. 4 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.

Lecture and clinical experience in an episodic setting. Prerequisite: NUR 232, 242, 250, 301, 311, 320, 370, 372, 380, 400, 410. Spring semester.

490. Nursing Internship. 4 cr. hrs.

This course is designed to prepare the senior nursing student for a professional position in health care. The course includes a practicum and professional seminar exploring trends and issues in nursing. Prerequisite: NUR 232, 242, 250, 301, 311, 320, 370, 372, 380, 400, 410. Spring semester.

The Oxbridge Honors Program

Professor Westlie, Senior Tutor

Oxbridge tutorial majors are offered in English Language and Literature, History of Ideas (an interdisciplinary great books major), History, Institutions and Policy (an interdisciplinary major involving philosophy, politics, and economics), Music, and Science (an interdisciplinary major in molecular biology). All Oxbridge majors are part of the B.A. program.

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 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. The particular historical 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 Program.** Successful completion of the seminar is prerequisite to any tutorial.

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 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. Successful completion of this course is prerequisite to any tutorial.

OXA 450. Senior Revisions 1 or 2 cr. hrs.

Instructor: Staff

Independent reading by seniors in preparation for comprehensives—in Oxford or Cambridge terms, “revising” for examinations. The Coordinator of the Oxbridge major will approve the list of readings to be undertaken and will determine with the student what writing will be appropriate. Examples of writing assignments might include essays, annotated bibliographies, journals, or other assignments. **Prerequisite:** Good standing as a senior in an Oxbridge major.

Tutorial Credits.

Full credit for a tutorial, including a tutorial taken in England in the major subject, is achieved only when the 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.

Oxbridge

TUTORIALS FOR OXBRIDGE MAJOR IN ENGLISH LANGUAGE AND LITERATURE

John Westlie, Professor of French, Coordinator of the major

OXE 106, 206. Poetry: Analysis and Critical Interpretation. 4 cr. hrs.

Instructor: Ann Marie Shannon, Distinguished Service 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., Oxbridge 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 131, 231, 431. Chaucer and the French Tradition. 4 (2) cr. hrs.

Tutor: John Westlie, Senior Tutor, Professor of French

A careful reading of *The Canterbury Tales* and *Troilus and Creseide* in the context of Chaucer's French predecessors. Students read representative Old French works in English translation, including romances of Chrétien de Troyes, beast fables and fabliaux, lays of Marie de France, and *The Romance of the Rose*.

OXE 241, 441. Post-Colonial Literature and Criticism. 4 (2) cr. hrs.

Tutor: Ian Munro, Professor of English

A study of the literary and theoretical texts of contemporary writers belonging to formerly colonized societies, examining such concepts as irony, allegory and magical realism and the uses that postcolonial writers have made of concepts like authenticity, identity, mimicry and hybridity. Students completing the tutorial should be able to show understanding of the critical debates surrounding the term "post-colonialism" in literature.

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

Tutor: Patricia Deery Kurtz, Adjunct Tutor in English Language and Literature

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

OXE 171, 271, 471. The Protagonist in Modern American Fiction. 4 (2) cr. hrs.

Tutor: Mark Walters, Associate Professor of English

An examination of the development of the protagonist in modern American fiction; primary concern with the roles of modernist perceptions and modes of expression in the demise of the traditional, "masculine" literary hero and in the inevitable and necessary creation of a self-conscious and, thus, ineffectual protagonist.

OXE 181, 281, 481. The Novels of the Brontë Sisters. 4(2) cr. hrs.

Tutor: Laurie Accardi

A reading, analysis and synthesis of the major prose works of the three Brontë sisters. Addresses the important scholarly issues, both biographical and critical, related to the Brontë sisters and their novels. Students will discuss the extent to which and the manner in which the Brontës both collaborated with each other and revised each others' novels in their own works.

OXE 490. Thesis. 4 (2) cr. hrs.

Tutor: Staff

The thesis tutorial allows a student to pursue research into a literary topic of particular interest and to complete either a substantial research paper on that topic or two drafts of an honors project paper. It helps the student become familiar with the materials, methods, and conventions of literary research and writing.

OXE 495. English Language and Literature Synthesis. 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 OXBRIDGE MAJOR IN HISTORY OF IDEAS

Randall Morris, Associate Professor of Philosophy, Coordinator of the major

OXQ 112, 212. Augustine and the Legacy of Antiquity. 4 (2) cr. hrs.

Tutor: Rein Staal, Associate Professor of Political Science

The Confessions and *The City of God* considered in the context of Augustine's philosophical and religious inheritance, both pagan (Plato, Cicero and Plotinus) and Christian (Tertullian, Cyprian, Ambrose and Jerome). Students will ask why Augustine's views of God, human nature and destiny have exerted such a powerful attraction through the ages.

OXQ 222. Dante and Medieval Literature. 4 (2) cr. hrs.

Tutor: John Westlie, Senior Tutor, Professor of French

A careful reading of *The Divine Comedy* in the context of its classical antecedents (Virgil's *Aeneid*) and contemporary literary and philosophical trends. Students read selections from the love poetry of the *dolce stil nuovo* and Thomas Aquinas as well as Dante's *Vita nuova* and selections from his political writings.

OXQ 232, 243. Hobbes and the Rise of Science. 4(2) cr. hrs.

Tutor: Randall Morris

An examination of the key works by Hobbes to understand how developments in epistemology, especially the emergency of the scientific method, influenced his views on human nature, society, politics, and religion.

TUTORIALS FOR THE OXBRIDGE MAJOR IN HISTORY

OXH 110, 210, 410. The Antebellum American Experience; U.S. 1787-1860. 8 (4) cr. hrs.

Tutor: Fredrick M. Spletstoser, 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 Period. 4 (2) cr. hrs.

OXH 115, 215, 415. CIVES ET CIVITAS: Citizenry and the Roman State, 287-17 B.C.E. 4 (2) cr. hrs.

Tutor: Jane Woodruff, Assistant Professor in History and Languages

This tutorial examines the idea and the practice of citizenship in the Roman world, from the passage of the Lex Hortensia to the establishment of the Principate. Discussion/essay topics include the ordinary citizen's rights and obligations (military, fiscal, electoral, legislative, judicial, and sacral *munera*), the differing *munera* of

Oxbridge

female citizens, the attractions of Roman citizenship for the people of Italy and the Roman empire and the political changes initiated by Augustus which affected the nature and value of Roman citizenship. Readings include selections from different types of primary sources as well as modern interpretations.

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: Fredrick M. Spletstoser, Professor of History

A detailed examination of major topics relating to the city in American history from colonial times to present. Heavy emphasis is placed on the development of the urban interpretation of American history and the rise of urban history as a distinct subfield within the discipline of history. Unique problems adherent to city building and urban life are analyzed as is the city's continuing contribution to and dominance of American institutions.

OXH 150, 250, 450. Hitler's Europe. 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, Associate 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, Associate Professor of History

This course looks at the basic political, social, economic and cultural institutions of France and how they helped give rise to and were changed by the French Revolution. The Revolution is one of the pivotal events in the development of modern European politics, society, and thought. Topics examined include the origins of the Revolution, the impact of liberal thought on the course of the Revolution, the Reign of Terror, counterrevolution, Napoleon and his empire, and the historiography of the Revolution. Readings are in English but there are plenty of opportunities for those with superior French reading skills to make use of them.

OXH 180, 280. Survey of United States History. 4 (2) cr. hrs.

Tutor: Fredrick M. Spletstoser, Professor of History

An intensive survey of the American experience from the colonial era to the present. It introduces the student to and cultivates a solid understanding of major topics in American history and the basic interpretations of those topics which historians have propounded over the years. Designed specifically for the Oxbridge history student with little background in U.S. history.

OXH 490. Thesis. 4 (2) cr. hrs.

Tutor: Staff

This tutorial provides a structure for a final thesis project which Oxbridge history majors must pursue. It introduces students to the methods of research used by professional historians in their study. It also provides a flexible framework for students to use such methods in a project upon which they and their advisor agree.

OXH 495. History Synthesis. 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 OXBRIDGE MAJOR IN INSTITUTIONS AND POLICY

Michael Cook, Boatwright Professor of Economics, Coordinator of the major

OXI 110, 210, 410. Moral Philosophy. 8 (4) cr. hrs.

Tutor: Randall Morris

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

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 423. Modern Macroeconomic Thought. 4 (2) cr. hrs.

Tutor: Michael Cook, Boatwright Professor of Economics

Students will write essays on seven major schools of macroeconomic thought. They will begin by studying classical theory and Keynesian theory because these theories are the foundations from which more recent schools derive. Students will examine some attempts to integrate these two theories as well as schools that more fully develop each of these theories.

OXI 424. Modern Microeconomic Thought: Theory of the Firm 4 (2) cr. hrs.

Tutor: Staff.

This tutorial is focused on the behavior of individual economic entities including the consumer, entrepreneur, firm, and industry. The focus is with such economic properties/considerations as efficiency, innovation, competition, profit-maximization, and fairness. Prerequisites: Senior status in the Oxbridge Institutions and Policy major.

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

Oxbridge

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 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: Staff

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

OXI 170, 270, 470. Political Institutions. 4 (2) cr. hrs.

Tutor: Staff

This tutorial is designed to deepen the student's understanding of political institutions and regimes. The tutorial is designed with three parts. Part one is an introduction to political institutions and democratic theory. It is designed to acquaint the student with political institutions and democratic theory from a "macro" perspective. Part two examines in detail the political institutions of two contemporary democratic regimes. Part three concludes the tutorial by asking the student to integrate parts one and two by critiquing the political institutions of these two regimes and offering changes to alleviate the problems which s/he finds.

OXI 175, 275, 475. International Regimes: Alternatives to Anarchy in International Relations? 4 (2) cr. hrs.

Tutor: Gary Armstrong, Assistant Professor in Political Science

This course will examine the construction, maintenance, and atrophy of international "regimes" within an anarchic international order. International regimes are institutionalized rules and procedures for the management of global policy problems. The course will survey crucial regimes such as Article 2(4) of the UN Charter (on the use of force), the Missile Technology Control Regime, the Law of the Seabed, and Human Rights Law. The course will pay special attention to theoretical arguments surrounding regimes, especially the debates about the impact of the relative decline of the USA on international order.

OXI 180, 280, 480. Modern Political Philosophy. 4 (2) cr. hrs.

Tutor: Rein Staal, Associate Professor of Political Science

An examination of modern western political philosophy from the sixteenth century through the end of the nineteenth century. Students will undertake an intensive study of the seminal works of such thinkers as Machiavelli, Hobbes, Locke, Rousseau, Marx, and Mill. An attempt will be made to understand their ideas within the broader context of the social, political, and economic institutions and beliefs of their respective societies. Students will also reflect on the relevance of those ideas for our time. Prerequisites: Completion of OXA 100 and OXA 150.

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, and staff.

The tutorial uses the casebook method to examine the moral responsibility of the individual and the corporation, both domestically and internationally.

TUTORIALS FOR THE OXBRIDGE 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. 4 (2) 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: Phillip Posey, Professor of Music

Instrumental Conducting in Theory and Practice: a technical, historical and practical basis for the development of the instrumental conductor.

OXM 231, 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: Phillip Posey, Professor of Music

Study of significant orchestral literature, organized by historical periods. The student will examine the music (through the use of scores and recordings), investigate musical performance and style, relate the musical life of the day with the historical period, and examine the life and works of selected composers.

OXM 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

Oxbridge

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.

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 OXBRIDGE MAJOR IN RELIGIOUS STUDIES

No new students will be admitted to the Oxbridge Religious Studies major after 1996-97.

David N. Duke, Professor of Religion, Coordinator of the major

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-eighth-century Hebrew community. Emphasis is upon exegesis of biblical passages

relating to each selection section. The student will be expected to master and use the historical-critical method of biblical study.

OXR 220, 420. Christian Theology. 8 (4) cr. hrs.

Tutor: David N. Duke, Professor of Religion

An introduction to Christian theology by examining the nature of religious faith in its classical and contemporary forms. Exploration of the theme in light of the challenges to faith, especially those related to the theodicy question: how one deals with extraordinary human suffering in light of the orthodox claim that God is both good and omnipotent.

OXR 221, 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, 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, Associate 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, 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, 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 OXBRIDGE MAJOR IN SCIENCE

Daniel Heruth, Coordinator of the major

OXS 100, 200. Cell and Molecular Biology: An Introduction. 4 (2) cr. hrs.

Tutor: Daniel Heruth, Assistant 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 425. Bioinorganic Chemistry. 4 (2) cr. hrs.

Tutor: Anne C. Dema, Associate Professor of Chemistry

In this tutorial, the student will study the interplay of organic molecules with numerous chemical elements, free as ions, combined as complexes, or as precipitates, within an organism. The tutorial includes an introduction into the occurrence of the chemical elements in biology and a study of the key roles of individual

Oxbridge

elements in biology. During the tutorial, the following will be used to guide the student through his/her learning experience: primary and secondary literature sources; assigned essays, problem sets, and tutorial sessions; and a laboratory research project. Prerequisite: Senior status in the Oxbridge Science major.

OXS 330, 430. Molecular Biology of the Cell: Cellular Membranes. 4 (2) cr. hrs.

Tutor: Alan Strautman, Assistant Professor of Biology

The student will probe the nature of cellular membranes. This will include intensive studies of structures and the functions those structures support. The student will do extensive reading about and write weekly essays on 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 240, 440. History of Science: Molecular Biology. 4 (2) cr. hrs.

Tutor: Burdette L. Wagenknecht, Distinguished Adjunct Professor of Biology

A comprehensive study of the sequential development of the field of molecular biology including instrumentation and other supportive concepts required for the development of molecular biology and the impact of the discoveries on society. An intensive reading of and preparing essays on materials derived from original papers, texts and reviews of the topic.

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 465. Biochemistry of Macromolecules. 4 (2) cr. hrs.

Tutor: Daniel Heruth, Assistant Professor of Biology

In this tutorial the student will analyze the relationship between the structures of macromole-

cules and their biochemical functions. Special emphasis will be given to the structure and function of proteins and their corresponding interaction with lipids, carbohydrates, and nucleic acids. Primary and secondary literature sources, assigned essays, problem sets, and computer analysis of molecular structures will be used to facilitate the student's learning experience. Prerequisites: Oxbridge Science Senior status.

OXS 275. Introduction to Bioethics. 4 (2) cr. hrs.

Tutor: David Nelson Duke, Professor of Religion

Focusing on a few representative issues (including death, assisted suicide and environmental responsibility), the tutorial will engage the major streams of bioethics, including the principles-oriented approach, virtue ethics, feminist ethics and ethics of care. Includes significant readings from resources such as bioethics journals and The Encyclopedia of Bioethics.

OXS 280. Research Methodology. 2 cr. hrs.

Tutor: Staff

Students work on an independent laboratory project under the mentorship of an Oxbridge Science tutor in order to master laboratory techniques needed for their senior research project. At the end of the semester they will write a lab report in standard scientific paper format.

OXS 281. Research Methodology I. 1 cr. hr.

OXS 282. Research Methodology II. 1 cr. hr.

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

Associate Professor Morris, chairman; Assistant Professor Sperry-White.

THE W.D. JOHNSON DEPARTMENT OF PHILOSOPHY

All philosophy majors are required to take 202, 215, and 231 or 331. Twenty-four hours are required for a major in philosophy. PHI 201 must be taken as a Freshman or Sophomore to count toward the twenty-four hours required for a major in philosophy. Those completing a second major in philosophy must complete the requirements for the bachelor of arts degree.

102. Introductory Seminar. 2 cr. hrs.

A course designed to provide an exciting opportunity for a select group of first and second year students 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. Spring semester.

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 principal theories of moral philosophy including utilitarianism, deontology, and virtue ethics. In addition, students will reflect on fundamental issues such as ethical relativism and absolutism, egoism, the nature of moral knowledge, and the concept of the good. Students will use the knowledge they acquire through reading and discussing

classic philosophical works to explore moral issues presented in contemporary films, novels, and short stories. Fall and Spring semesters.

215. History of Philosophy. 4 cr. hrs.

An introduction to the history of western philosophy. This course will acquaint students with figures such as Plato, Aristotle, Aquinas, Descartes and Kant, thinkers who have been central to the development of philosophy and to the development of our culture as a whole. Students will also learn the place of philosophers in their proper intellectual and historical context, and understand the development of philosophical themes over time. Fall semester.

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.

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.

SEMINAR (Courses 351-361)

An intensive reading and discussion of problems, thinkers, and movements in philosophy. Seminars are intended to advance a student's knowledge and competence beyond the introductory level, and it is recommended that students have taken PHI 202 or PHI 215 prior to enrolling in a seminar. Two seminars are offered each semester.

351. Philosophy of Law. 4 cr. hrs.

This course is an examination of the philosophical foundations of law and of the relationship of law to morality. Fundamental questions concerning the concept of law as presented in the natural law tradition, legal positivism, legal realism, and critical legal studies will be considered. The course will also investigate the nature of legal reasoning and important norma-

Philosophy

tive issues including theories of justice, equality, the structure and content of rights, responsibility, and punishment. Students will read classic works by Aquinas, Marx, and Mill, as well as contemporary writings by Hart, Dworkin, Fuller, and others. Philosophy of law will be of interest not only to students considering a career in law, but to anyone concerned with the nature, purpose, scope, and justification of law.

352. Existentialism. 4 cr. hrs.

Does life have meaning? What is the significance of death? What is an authentic existence? This course will examine the ways in which existentialist philosophers have sought to answer these and other fundamental questions that concern human existence. Students will read philosophical works by Kierkegaard, Nietzsche, Sartre, Camus, and Beauvoir, along with works of literature and films, in order to grapple with the basic concepts of Existentialism developed in the 19th and 20th centuries. These topics include human freedom and responsibility, God and meaninglessness, rationality and the absurd, and alienation and authenticity.

353. Environmental Ethics. 4 cr. hrs.

This course will consider some of the more interesting problems of environmental philosophy and social policy. These problems are all related fundamentally to the question of justice — justice between species, between people, and between generations. Topics students will investigate include: the moral standing of animals, plants, and ecosystems; property rights and environmental regulation; neoclassical and sustainable approaches to the environmental economics; population growth and environmental degradation; ethical and economic considerations of future generations; and the environment and international security.

354. Business Ethics. 4 cr. hrs.

This seminar provides students an opportunity to reflect on the application of ethical theory to business practice. Students will read philosophical essays, legal perspectives, and cases studies on a variety of issues related to business including: corporate social responsibility; the rights and obligations of employers and employees; discrimination and harassment in the workplace; the regulation of business; marketing; international business; and the protec-

tion of consumers, workers, investors, and the environment from harm.

355. Asian Philosophy. 4 cr. hrs.

A survey of philosophical movements in India, China, and Japan with attention to religious and cultural implications and to chronological development. Philosophies considered include Hinduism, Confucianism, and Taoism as well as Indian, Chinese, and Zen Buddhism.

Students will come to understand various Asian approaches to the nature of the cosmos, the nature of the self, and the place of the self within that cosmos.

356. Philosophy of Knowledge. 4 cr. hrs.

An examination of contemporary and historical approaches to questions about the nature, sources, and limits of human knowledge. What is the role of doubt? Can we avoid error? How can we know we are right? Can we prove we are right? Drawing on readings from Plato to Kant, from Wittgenstein to Foucault, seminar participants will contemplate the possibility that knowledge is a discovery of the truth as well as the possibility that our knowledge is a human construction.

357. Contemporary Philosophy of Science. 4 cr. hrs.

Twentieth-century philosophers of science have concerned themselves primarily with questions about how scientific theories change over time, about whether or not explanation is a goal of science, about how scientific knowledge is confirmed, and about whether or not science reveals the underlying nature of reality. Exploring these questions will help college-level science students to put their studies into thoughtful perspective, and will also be useful to other students interested in the nature of human knowledge.

358. Philosophy, Sex, and Gender. 4 cr. hrs.

An introduction to feminist theory, focusing on the social construction of both male and female gender, and on the extent to which our scientific and other intellectual pursuits display the influence of gender preconceptions. Students will discuss these issues from a variety of perspectives, including second wave feminism, socialist and marxist feminism, liberal feminism, feminist analyses by women of color, psychoanalytic feminism, and postmodern feminism.

Philosophy

359. Postmodernism. 4 cr. hrs.

An examination of postmodern theory in juxtaposition to philosophical and cultural modernity. Postmodern thinking, famously described by Lyotard as a "distrust of metanarratives," problematizes prevailing concepts of objectivity, truth and the nature of reality. Students will read and discuss typically playful and allusive works by such writers as Derrida, Foucault, Lyotard, Baudrillard and Irigaray. Of special interest to literature and religion as well as philosophy students.

360. American Philosophy. 4 cr. hrs.

Is there a distinctive tone underlying American contributions to philosophy? Pragmatism, the one philosophical movement originated and sustained entirely by Americans, is a focus of this seminar, which will also consider American contributions to logical positivism and analytic philosophy. Students will address the work of philosophers such as Peirce, James, Dewey, Quine, Sellars, Davidson, and Putnam.

361. Philosophy of Religion. 4 cr. hrs.

Christianity has been described as "a religion in search of a metaphysic." This course will examine several different philosophical conceptions of reality and investigate their contributions to the history of Western ideas about God, human nature, and the world. Included in this study will be classical philosophers like Plato, Aristotle, and Plotinus, as well as modern philosophers like Hegel and Whitehead.

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.

451, 452. Readings in Philosophy. 1-4 cr. hrs.



Physical Education

Physical Education

Professor Nadler, Chairwoman; Assistant Professors Deremer, Flook, Hamilton, Holley; Instructors Albitz, Floyd, Hornback, Hulet, Kramer, Rector, Skotnicki.

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 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 her/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 Exercise*	.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
In-Line Skating*	1.0
Water Skiing+	.5
Sailing+	.5
Country Line Dance	.5
Exerstriding*	.5
Step Aerobics	.5
Country Partners	.5
Frisbee Disc*	.5
Snow Skiing	.5
Indoor Rock Climbing	.5
Group & Party Activities	.5
Nonswimmer Swimming	.5
Self Defense	.5
Sand Volleyball	.5
Wallyball	.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.

* Aerobic workout.

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 0 credit basis.

COMPLEMENTARY PROGRAMS

The following recommended programs connect courses in physical education with majors in other disciplines. These programs complement the student's major providing the flexibility and diversity needed to allow the student to pursue a specific career interest in coaching or sports/recreation management while at the same time providing the breadth needed to adapt these interests to a variety of markets. The complementary programs thereby strengthen the student's academic preparation and enhance career options.

COACHING

For students with a career interest in coaching, the following options are available.

A. Coaching in the Public Schools.

Recommended major: a teacher certification

Physical Education

COURSES

area from the list on page 71 of this catalog.
Also take courses listed below in C.

B. Coaching in the Junior College/College/University.

Recommended major: Communication or Business Administration. Also take courses listed below in C.

C. Coaching Courses:

PED 261	Prevention and Treatment of Athletic Injury	2
PED 280	Sport Science	2
PED 410	Internship in Coaching	2

And at least two of the following:

PED 339	Analysis of Coaching Swimming and Diving	2
PED 394	Analysis of Coaching Dance Teams and Cheerleaders	2
PED 395	Analysis of Coaching Football	2
PED 396	Analysis of Coaching Basketball	2
PED 397	Analysis of Coaching Baseball and Softball	2
PED 398	Analysis of Coaching Track and Field	2
PED 399	Analysis of Coaching Volleyball	2

RECREATION OR SPORTS MANAGEMENT

For students interested in sports management or recreation management, the following plan provides course work and field experience in sports and recreation management.

A. Recommended major: Communication or Business Administration

B. Recommended courses:

PED 155	Introduction to Recreation and Sport	2
PED 280	Sport Science	2
PED 290	Field Experience in Recreation and Sport	2
PED 390	Facilities and Equipment in Recreation and Sport	2
PED 490	Internship in Recreation/Sport	6
BUS 231	Business Law	3

99. Intercollegiate Athletics. .5 cr. hr.

Study of the principles and practices that affect participation in collegiate sports. *Required of all varsity athletes* during or prior to their first semester of competition at William Jewell College.

155. Introduction to Recreation and Sport. 2 cr. hr.

A general orientation for students planning careers in recreation or sport management.

159. Clinical Skills in Athletic Training. 1 cr. hr.

An introductory practicum in athletic training using a self-paced modular approach. For athletic training interns only. Offered each 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 developmental tasks which confront them. Fall semester.

261. Prevention and Treatment of Athletic Injury. 2 cr. hrs.

A basic course in the management of common athletic injuries and conditions. Includes study of causes of such problems and how to help prevent their occurrence. Fall semester.

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). Requires approval of department chair. Offered each semester.

300. Physiology of Exercise. 2 cr. hrs.

A study of systemic functions in the human

Physical Education

body under the stress of physical activity. Fall semester, second seven weeks.

339. Analysis of Coaching Swimming and Diving. 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.

361. Advanced Athletic Training I. 2 cr. hrs.

A course intended for athletic training interns consisting of a comprehensive study of injury prevention, evaluation and recognition of athletic injury, athletic training program organization and administration, athlete counseling, and athletic training education. Prerequisites: PED 261, 300 and 392 or concurrent enrollment. Fall semester.

375. Perceptual Motor Development. 2 cr. hrs.

A study of changes in motor behavior over the lifespan, the processes underlying these changes, and the factors affecting them. Fall semester, 2nd seven weeks.

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

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

392. Kinesiology. 2 cr. hrs.

A study of the anatomical and mechanical bases for movement. Spring semester, first seven weeks.

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.

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 motiva-

tion, and strategies of coaching varsity basketball. Fall semester, even 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.

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.

401. Athletic Training Administration. 1 cr. hr.

A course that addresses the management strategies applied in the many different employment settings in athletic training. Prerequisite: PED 261. Spring semester.

440. Internship in Coaching. 2 cr. hrs.

Provides opportunity to gain coaching and sport administration experience. Course may be repeated with a different sport assignment. Requires approval of department chair. Offered each semester.

461. Advanced Athletic Training II. 2 cr. hrs.

A course intended for athletic training interns consisting of a comprehensive study in the evaluation and recognition of athletic injuries/illnesses and the appropriate rehabilitation and reconditioning procedures. Prerequisites: PED 361. Spring semester.

490. Internship in Recreation/Sport. 6 cr. hrs.

Opportunity to observe, participate, lead, and learn in a variety of recreation/sport settings and with a variety of populations. Requires approval of department chair. Offered each semester.

499. Independent Study in Physical Education. 1-6 cr. hrs.

Designed to provide the opportunity to pursue a topic of special interest which is not a part of

Physical Education

the regular course offerings. Not applicable to activity courses except for adapted courses. Requires approval of department chair. May be repeated. Available each semester.

Physics/Astronomy

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. At least two of those three hours must be done in residence at William Jewell. 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-358H) consecutively if possible.

Students completing a second major (as well as a first) in physics must complete all 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.

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.

Physics 213 and 214 may constitute a beginning course for physics majors and pre-engineering students and will use calculus freely. Unless students bring an exceptionally strong high school calculus background, they should enroll in calculus (GEN 104) concurrently.

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. One required night time laboratory period per week.

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. The last third of the course will be devoted to AutoCAD. 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/Astronomy

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.

Competence in calculus is required in this course. Course includes mechanics, sound, and heat. One laboratory period per week. Fall semester.

214. General Physics. 5 cr. hrs.

Competence in calculus is required in this course. Includes electricity, magnetism, light and optics. One laboratory period per week. Spring semester.

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.

317. Atomic and Nuclear Physics

Laboratory. 1 or 2 cr. hrs.
To follow or accompany PHY 316. 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.

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.

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.

351H-358H. 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. Available each semester.

406. Microcomputers: Architecture and Interfacing.

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. Also listed as CST 406. 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.

416. Electronic Measurements. 1 cr. hr.

Measurement of parameters of interest in laboratory and industrial research: temperature, pressure, light, magnetic fields, linear and angular displacement. Includes introduction to data acquisition and interfacing with 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

Physics/Astronomy

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

Assistant Professor Armstrong, chairman; Associate Professor Staal; Assistant Professor Holiman.

Political Science Major: 32 semester hours, including five core courses (POL 100, 150, 200, 250 and 400).

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. The following requirements apply:

- 36 hours, including the IR Core (see below).
- Completion of all intermediate (200 level) courses in a single foreign language, or demonstrated proficiency.
- Overseas study or alternative, plus POL 431 (for 1 hour).

IR Core: All IR majors must complete POL 250, Introduction to World Politics; Economics 404, Introduction to International Economics; and POL 452, Senior Seminar in IR.

Overseas Study: All IR majors must spend one semester in an approved overseas study program. Students will normally do this in a WJC Overseas Study Program, but they may apply for credit from independent overseas programs.

Students will also complete POL 432 (1 credit hour) attached to their overseas study experience. This will normally be a small research project whose topic will flow from their choice of the overseas program, with some research to be completed overseas.

Students may apply for an alternative to this requirement to the Director of the IR major.

Elective Courses: Remaining courses for this major may be selected from the following, or similar courses judged appropriate by the Director of the IR major:

- Humanities Track (8 hours): ENG 390; REL 271, 272, or 308; or one 300 level foreign language class.

- History Track (8 hours): HIS 202 (for example, Hitler's Europe), 224, 226, 228, 318.

- Politics Track (8 hours): POL 225, 325, 334.

Both the political science and international relations majors follow the general education requirements for the bachelor of arts degree. However, a student who selects either as a second major in combination with a B.S. primary major may follow the requirements for the bachelor of science degree. A grade of C or higher is required in each course in the major.

Departmental Courses

CORE COURSES

100. Introduction to Politics. 4 cr. hrs.

The course introduces students to the study of politics by asking them to compare political systems. They will explore the differences and similarities of the United States and a non-Western or non-liberal country (for example, China, Mexico or Iran). Students will explore differences in what great philosophers have argued justice should mean in these systems, what is expected from politics, and how the state and society relate to each other.

150. Introduction to American Government. 4 cr. hrs.

An introductory survey of the structures and functions of American political institutions. Areas of study include the founding, political parties and participation, the mass media, Congress, the Presidency, courts, state and local government, interest groups, and the federal bureaucracy. Students may not receive credit for both POL 102 and 150.

200. Introduction to Political Theory. 4 cr. hrs.

An introductory course that examines the nature of politics; considers the meaning of such terms as liberty, equality, justice, power; and overviews the major Western political philosophies and ideologies, including liberalism, conservatism, Marxism and fascism.

250. Introduction to World Politics. 4 cr. hrs.

An introductory course where students examine conflict and cooperation in a political sphere with states but no central government. Topics include Realism and Liberalism,

Political Science

explaining war and peace, the role of human rights in world politics, and the debated place of the United States in international relations. Students may not receive credit for both POL 250 and 322.

400. Senior Seminar. 4 cr. hrs.

The senior seminar gives majors a forum in which to integrate the problems and topics that have informed their coursework in the department. The seminar combines empirical and theoretical approaches while addressing themes common to the four key subfields of political science — political theory, American politics, comparative politics, and international relations. Empirical and conceptual analysis will be pursued alongside ethical and spiritual questions of human conduct and destiny. The central topic of the course will vary.

POLITICAL THEORY

107. 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.

200. Introduction to Political Theory.

4 cr. hrs.

See description under "Core Courses."

211. American Political Thought. 4 cr. hrs.

Focuses on the development of American political thought from its European roots. Special attention is given to the construction and changing meaning of the Constitution, and to a critical examination of contemporary American political thought. Also considers the American polity today. Recommended background: POL 200.

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 200.

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 200.

AMERICAN POLITICS

150. Introduction to American Government.

4 cr. hrs.

See description under "Core Courses."

201. Congress and the Presidency.

4 cr. hrs.

Examines Congress dynamically in terms of participant roles, committee systems, party influence and leadership, legislative functions and representative democracy, legislative and executive relations, and current efforts at reform. Second half of course will cover the development of the modern presidency from 1789 to the present. Topics include presidential leadership, power, and influence in relationships with Congress, courts, parties, bureaucracy, and the public in the formulation and administration of domestic and foreign policy. Nominations, campaigns and elections.

210. Campaigns and Elections.

4 cr. hrs.

A study of trends in political campaign techniques and their impact on American democracy as political parties decline. Identifying the actors on the political scene—personal organizations, interest groups, Political Action Committees, and campaign consultants. Examines the development of modern campaigns in terms of campaign finance, technological innovation, and professionalization. Emphasis is placed on Congressional elections. Students may not receive credit for both POL 210 and 233.

308. Political Communication.

4 cr. hrs.

This course is designed to survey the major institutions of political communication in the United States. Areas of study include campaign advertising and the development of sound-bite politics, government-press relations, the impact of the media on agenda setting and the policy process, the corporate structure of the mass media and its political consequences, the role of symbols in political discourse and

Political Science

the manipulation of cultural icons.
Recommended background: POL 150.

COMPARATIVE POLITICS

225. Comparative Policy and Dynamics. 4 cr. hrs.

Students will examine a current or historical issue or policy debate in American national life and compare how other countries have grappled with the issue. The topics will vary, but might include "The Welfare State in the US, Germany and Japan," "Executive Control of Foreign Policy in the US, France, and China," or "Regulating Death in the USA, the Netherlands, and Japan." Topics will be announced in the semester course listing.

325. Cases in Comparative Politics. 4 cr. hrs.

Students explore the political system of a state or those of a region, or of a significant political dynamic. Examples: Politics of Russia, Politics of East Asia, Democratization. Students may not receive credit for both POL 321 and 325.

INTERNATIONAL RELATIONS

250. Introduction to World Politics. 4 cr. hrs. See description under "Core Courses."

334. U.S. National Security Policy. 4 cr. hrs.
Students examine the historical development of American grand strategy, as well as current debates and policy over what American foreign policy should be after the Cold War.

452. Senior Seminar. 4 cr. hrs.

The capstone seminar for International Relations majors designed to integrate the inter-disciplinary program. Topics vary; past topics have included "Realism and Anti-Realism" and "Just War and the Gulf War." Political Science majors may enroll with the instructor's consent.

PUBLIC LAW

221. Constitutional Law: National and State Powers. 4 cr. hrs.

The nature and extent of constitutional power, the separation-of-powers doctrine, federal-state relations, the power of Congress and the Presidency, commerce and property rights.
Recommended background: POL 150.

222. Constitutional Law:

Civil Rights and Liberties.

4 cr. hrs.

Course reviews the development of political and civil rights in the American constitutional system and the limitations on government powers with emphasis on freedom of speech, press, religion, and the rights of the accused. Briefing an analysis of cases and statutes. Discussion. Recommended background: POL 150.

OTHER COURSES, SEMINARS, DIRECTED READINGS, INTERNSHIPS, INDEPENDENT STUDY, AND SPECIAL PROGRAMS

100. Introduction to Politics.

4 cr. hrs.

See description under "Core Courses."

215. Intermediate Seminar.

2-4 cr. hrs.

Topics of this seminar will vary; past topics include "Fundamentals of Political Philosophy," "Politics and Literature," "States and Markets in World Politics." Topics announced in course listings.

400. Senior Seminar.

4 cr. hrs.

See description under "Core Courses."

431, 432. Directed Readings

or Research.

1-4 cr. hrs.

Students may pursue independent work under an agreed form of supervision by faculty. Individual or group research or reading on selected topics determined by student interest may be arranged. Results may be presented orally or in a short thesis, or both. Personal conferences and/or group meetings will be arranged by agreement between students and faculty. This work may endure through two semesters. Prerequisite: consent of instructor.

472. Internship.

2-6 cr. hrs.

Academic credit for internships in the political arena at the international, federal, state, or local level. This experience could be with a Senator or Representative, a state legislator, a non-profit advocacy group, etc. Internships will usually be taken in the junior and senior years. Students will often have to complete research projects attached to the internship. Offered on demand. Credit will be Pass/Fail only.

Washington Semester Program: Students take course work and an internship through the

Political Science

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

Professor Owens, chairman; Professors Troutwine, Schoenrade; Assistant Professor Marrero.

Basic Psychology (PSY 211) is a prerequisite for all other courses in the department.

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 psychology majors continue their education in graduate school, working toward a master's or doctorate. To this end, the department strives to prepare students for the rigors of graduate study.

The psychology curriculum strives to balance theoretical and practical dimensions by providing the opportunity for field experiences through Independent Studies or internships.

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 program.

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.

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.

COURSE DESCRIPTIONS

211. Basic Psychology. 4 cr. hrs.
An introduction to the major areas of the field; psychology is viewed as a biosocial science of behavior, and emphasis is placed on the scientific basis of our current understanding of behavior. This class is a prerequisite to all other courses in the department.

214. Personal Adjustment. 2 cr. hrs.
The intent of the course is to gain a greater understanding of challenges and threats to our effective functioning. The course explores options to manage and respond to these

Psychology

challenges without losing a 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 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, thinking and personality; with special attention to the dynamics of group behavior and social thought. Spring semester.

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. The childhood section of the class typically spans from conception to age 12. The second half of the semester is devoted to the study of 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. (A student may not earn credit for both 306 and 307.)

307. Life Span Developmental Psychology. 4 cr. hrs.

A broad-based approach is taken in order to understand human development across the life span, from conception to death. Issues studied will include biological, social, and behavioral influences on development. A scientific approach is used in examining key past forces that shape the individual. (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 brain anatomy and the autonomic nervous system in their relationship to behavior. Research and laboratory techniques are introduced. Laboratory. Offered fall semester, even numbered years.

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 assessment, 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, statistical analysis and procedures used in psychological research. Students participate in experiments, collecting data, analyzing data through statistics and writing results in APA style. Lecture and laboratory. Required of majors. Normally taken fall semester of junior year.

Psychology

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 given to origins, major developments, and ongoing 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, PSY 303, 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 Chance, chairman; Professor Duke;
Associate Professor Horne.*

W.D. JOHNSON DEPARTMENT OF RELIGION

The religion department offers a bachelor of arts degree.

A major in religion requires 32 hours. The curricular mission of the department of religion will be to lead students who major in religion to come to understand religion as a significant part of the human experience, manifesting itself in varieties of beliefs, practices, traditions, and texts. Our program encourages students to value and assess their own religious tradition(s) in light of the broader human religious quest. In order to achieve this mission the four goals of the religion major will be that a student who majors in religion should:

1. develop a critical and respectful understanding of non-Christian religious traditions, beliefs, and practices;
2. gain essential knowledge of the development, variety, and cultural contexts of Christian thought and practice;
3. learn to read the Bible from historical, literary, and theological perspectives;
4. have the requisite skills and grasp of scholarly methods to engage in research appropriate for an undergraduate student of religious studies.

In order to realize these goals, Religion majors will take a sequence of courses which are grouped into three levels: foundational, intermediate, and advanced. Normally, majors may not take courses in a higher level until they have completed courses in the previous level. For non-majors, completion of the "Sacred and Secular" General Ed. course or permission of the instructor is the prerequisite to take intermediate and advanced religion courses. During the senior year, students will complete a senior project as part of one advanced course. This capstone experience will be completed by a sat-

isfactory oral presentation of the project to the Religion faculty and Religion majors.

Students who major in Religion may choose one of two tracks: Biblical-Historical Studies or Comparative Religion Studies. The following courses are required for each track, including courses which may be counted as part of general education distribution requirements. A grade of C or higher is required in each course in the major. For a second major, one must complete all requirements for the B.A. degree.

BIBLICAL-HISTORICAL STUDIES

Foundational course:

REL 110. Students satisfying the college's general education requirements through the distributional curriculum will need to take HIS 103 as part of their foundational study for the religion major. Non-distributional students are strongly encouraged to take HIS 103 as an elective course.

Intermediate courses:

REL 235, 241, 272

Advanced courses:

REL 305, 306, 362, 363

The capstone research project is taken in conjunction with REL 362 or 363.

COMPARATIVE RELIGION STUDIES

Foundational course:

REL 110. Students satisfying the college's general education requirements through the distributional curriculum will need to take one cross-disciplinary course as part of their foundational study for the religion major (e.g., ENG 270, PHI 301, HIS 224 or 226).

Intermediate courses:

REL 235, 271, 272

Advanced courses:

REL 305 or 306, 308, 362, 363

The capstone research project is taken in conjunction with REL 308, 362, or 363.

COURSES

110. Introduction to the Bible. 4 cr. hrs.

This course is an introductory reading of portions of the Bible selected to provide the student with a basic understanding of the historical, theological, and literary impulses which contributed to its origins and shape its meaning today. Every Fall. Spring semesters on occasion.

111. Scripture and the Religious Experience. 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, beginning with Christian scripture, will be used to explore the common characteristics of religions as well as the variety of worldviews held within religious communities. Evening division and summer school only.

235. History of Biblical Interpretation. 4 cr. hrs.

This course examines the history of biblical interpretation, beginning with second century Christian interpretation of the Old and New Testaments and culminating with modern and post-modern approaches to interpreting the Christian Bible as a historical, literary, and theological text. Prerequisite for majors: REL 110. Alternating years.

241. Classic Christian Traditions. 4 cr. hrs.

This course provides an introduction to Christian doctrine and historical theology with significant emphasis on primary theological texts. Prerequisite for majors: REL 110.

271. Religions of Asia and Africa. 4 cr. hrs.

A study of Hinduism, Buddhism, traditional Chinese and Japanese religions, and representative tribal religions of Africa. Our study will assist in the understanding of each religion as a way of life by looking at such things as rituals, customs, music, and art as well as the belief system. Prerequisite: REL 110 for majors; GEN 100 for all students. Alternating years.

272. Judaism, Christianity, and Islam. 4 cr. hrs.

This course will examine separately the historical development of Judaism, Christianity, and

Islam and then move to historical and contemporary comparisons among these three great monotheistic religions. Our study will examine the divergent ways in which each of the three developed, in different cultural and historical contexts, noting also the occasions when a cross-fertilization occurred among these religions. Visits to representative places of worship will be part of the learning experience. Prerequisite: REL 110 for majors. Alternating years.

305. New Testament Interpretation. 4 cr. hrs.

305G. The Gospels.

305P. The Pauline Epistles

A close reading of either the Gospels or the Pauline epistles.. 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: REL 110 and 235 for majors. Alternating years.

306. Old Testament Interpretation. 4 cr. hrs.

306A. Pentateuch.

306B. Prophets of the Eighth Century BCE.

306C. Wisdom Literature.

This course offers the student a close reading of selected texts within the Hebrew Scriptures (Old Testament). Though the course will be driven by a systematic reading of biblical materials, we will also integrate reflections on current issues as well as a study of various critical approaches to the interpretation of these texts. Prerequisites: REL 110 and 235 for majors. Alternating years.

308. The Holocaust, Religion, and Evil. 4 cr. hrs.

Using the event known as the "Holocaust," the course will examine the historical and religious roots of antisemitism, the nature of moral responsibility as defined by Christianity and Judaism, and the historical events leading up to and surrounding the Holocaust. The study provides an excellent study for understanding the significance of shared religious histories and the value of interreligious dialogue. At least half of the course will be devoted to study of the problem of evil in light of the Holocaust and other challenges to traditional theodicies of Christianity, Judaism, Buddhism, and Hinduism.

Religion

Prerequisite: 100-200 level requirements for majors. *May serve as capstone course for Comparative Religious Studies track majors.* Alternating 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: GEN 102. Recommended that the student already have taken either a beginning history course (103 or 104) or REL 110 or 111. On demand, contingent on availability of instructor. Also listed as HIS 325.

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, for distributional General Ed. students.

344. The Church and Its Hymnody. 4 cr. hrs.

See course description for Music 344.

362. Archaeology of Ancient Religions. 4 cr. hrs.

This course is an investigation of the role which the science of archaeology has played in our understanding of the Bible and the ancient religions of the world in which it originated. Taking the biblical story as a point of departure, the course will utilize Palestinian archaeology as a means of exploring the religions and cultures of ancient Egypt and Mesopotamia. Prerequisite: 100-200 level courses for majors. *May serve as capstone course.* Alternating years.

363. Comparative Literature and Religion in the Greco-Roman World. 4 cr. hrs.

An examination of comparative genres of Greco-Roman literature that shed light on early Christian literature, especially the New Testament. Prerequisite: 100-200 level courses for majors. *May serve as capstone course.* Alternating years.

455. Independent Studies. 1-4 cr. hrs.

Independent studies in a selected area accord-

ing 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. Be accepted into the program on recommendation of the church and approval of the director of the C.H. Spurgeon Center for Christian Ministry.
2. Successfully complete one religion class each year, two of which shall be REL 110 and one course from *The Sacred and Secular* category in general education. Students completing a major in Religion are exempt from the one course in *Sacred and Secular*. (In addition to REL 110 and *The Sacred and Secular*, music majors may select two courses from MUS 341 History of Western Music, MUS 343 Church Music Administration, or MUS 344 Hymnody, to fulfill the requirement.)
3. Successfully complete Introduction to Ministry Skills (CRV 201) during the first autumn in the program.
4. Successfully complete Ministry Internship (CRV 203) during the sophomore or junior year.
5. Successfully complete any two hours chosen from CRV 205 or the music courses as listed above.
6. Maintain active membership in Sigma Epsilon Pi.
7. Participate in a weekend ministry team at least one weekend per semester.

CRV 201. Introduction to Ministry Skills.

1 cr. hr.

This course is designed to acquaint new ministry students with the basic skills involved in public Christian ministry as well as to provide an overview of denominational structures and institutions. Students will participate in a church-related service/learning project to put into action the skills learned in class. This course is required of all students receiving a ministry scholarship.

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 110 or 111. Elective credit only.

CRV 204. Campus Ministry Internship.

0.5 cr. hr.

This course is designed to give students practical experience in ministry to their peers within a 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 and Evangelism in the U.S.A.* Study of missions and evangelism in the U.S. with special emphasis on the work of the Home Mission Board and the Southern Baptist Convention. 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.

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. Prerequisites: beginning religion course (110, 111) and GEN 101.

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 (110, 111) and GEN 101.

Service Learning

Service Learning

Service Learning at William Jewell College is both a series of electives open to **all** students and a **certificate program** designed with two purposes in mind: a) to encourage students to meet the needs of people in their world through structured engagement with those persons who are in need and with the institutions commissioned to meet those needs; and b) to enhance student understanding about people who experience crises, deprivation, and suffering.

Conditions, causes, and effects of suffering will be examined as well as philosophies and strategies of service, and student experiences in meeting human needs. Students who are interested in discussing and better understanding human needs and suffering amid a variety of service opportunities, programs, and ministries are encouraged to take service learning classes. Each class will emphasize reading and writing about service.

Students may complete the certificate program by completing the three courses listed below along with a series of general curriculum courses. (A student may substitute two Gen Ed level II classes with a service learning component for SVL 102.)

Information about the program may be obtained from the director of the service learning program.

101. Meeting Human Needs and Alleviating Suffering. 2 cr. hrs.

This course examines a variety of human and social conditions that disrupt healthy, joyful, meaningful, and satisfying lives. Special attention will be given to social, economic, and political forces that affect and maintain human suffering. Various community-based services will be explored to better understand their strategies and impact on meeting human needs. Students will be involved in group and individual service during the semester. No prerequisite.

102. Strategies and Resources for Meeting Human Needs. 2 cr. hrs.

A variety of strategies and resources will be examined about helping people who experience

heightened need and suffering. Special attention will be given to various perspectives about service through the study of such models as Mother Teresa and Millard Fuller (Habitat). Students will be involved in group and individual service during the semester. No prerequisite.

103. Service Learning Internship. 2 cr. hrs.

This internship allows students to become engaged in active redemptive service pertaining to a social concern of their own choice. Interns will work directly for a minimum of 80 clock hours with an agency or organization that seeks to alleviate human suffering and bring hope to the people served. Internships may also include the overseas campus trips to Jamaica, Brazil, and other locations. Students need to make appropriate preparations by obtaining an internship manual and following the instructions to set up the internship the semester prior to beginning. This course will emphasize some reading and writing about the internship experience. No prerequisite although 101 or 102 is recommended before undertaking this experience.

College Personnel

Faculty of Instruction, 1997-98

Date after name indicates year of first appointment.

DEPARTMENT OF ART

David Busch Johnson, 1970, *Professor of art, and chair*. 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); M.F.A., 1974, University of Kansas.

Nano Nore, 1988, *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 chair*. A.B., 1968, M.A., 1975, Ph.D., 1976, Indiana University; further study, University of South Dakota.

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

Daniel P. Heruth, 1995, *Assistant professor of biology*. B.A., 1983, Augustana College; Ph.D., 1988, University of South Dakota, School of Medicine.

Nina T. Pollard, 1997, *Professor of biology, provost and vice president for academic affairs*. B.S., 1962, Louisiana College; Ph.D., 1970, University of Louisville.

Jessica E. Rettig, 1997, *Instructor in biology*. B.A., 1991, Earlham College (IN); Ph.D. candidate, Michigan State University.

Geoffrey R. Smith, 1997, *Instructor in biology*. B.A., 1990, Earlham College (IN); Ph.D., 1995, University of Nebraska-Lincoln.

Alan F. Strautman, 1995, *Assistant professor of biology*. B.S., 1983, Miami University-Ohio; Ph.D., 1989, Purdue University.

DEPARTMENT OF BUSINESS ADMINISTRATION, ECONOMICS, AND COMPUTER STUDIES

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

Arthur R. Buss, 1988, *Associate 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.

Michael T. Cook, 1978, *John W. Boatwright Professor of economics*. B.A., 1969, M.A., 1973, University of Chicago; Ph.D., 1983, Vanderbilt 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.

Linda J. French, 1997, *Assistant Professor of Business Administration*. B.A., 1969, William Jewell College; J.D., 1978, University of Missouri-Kansas City School of Law.

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

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, *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; and University of St. Andrews.

College Personnel

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

Gerald B. Williams, 1995, *A. Major and Dorothy Hull Professor and chair*. B.A., 1975, William Jewell College; M.S., 1977, Miami University-Ohio; M.B.A., 1986, Miami University; M.S., 1985, Ph.D., 1988, Northwestern University; Further Studies, Harvard University, University of Cincinnati.

DEPARTMENT OF CHEMISTRY

Anne C. Dema, 1993, *Associate professor of chemistry and chair*. B.S., 1987, Pittsburg State University; Ph.D., 1991, Vanderbilt 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*. B.S., 1972, Ph.D., 1977, University of Oklahoma; further study, University of Oklahoma.

DEPARTMENT OF COMMUNICATION

Sarah M. Fravel, 1997, *Instructor in communication*. B.A., 1990, William Jewell College; M.A., 1993, State University of New York-Binghamton.

Kim Bradford Harris, 1979, *Professor of communication, director of WJC Theatre and chair*. 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, director of interns and advisor to The Hilltop Monitor*. B.A., 1968, Carson-Newman College; M.S., 1970, Ph.D., 1974, Southern Illinois University; further study, University of Kansas.

Gina E. Lane, 1985, *Associate professor of communication and co-director of debate*. B.S., 1981, Northwest Missouri State University; M.A., 1982, University of Arkansas; Ph.D., 1995, University of Kansas.

Kelly M. Marsh, 1997, *Instructor in communication and advisor to KWJC*. B.S., 1993, State University of New York College at Fredonia; M.S., 1996, Indiana State University.

Steven G. Woods, 1996, *Assistant professor of communication and co-director of debate*. B.S., 1987, M.A., 1989, Kansas State University; Ph.D. Candidate, Florida State University.

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.

Ronilue Beery Garrison, 1980, *Assistant professor of education*. B.S., 1963, William Jewell College; M.S., 1966, University of Kansas; Ed.S., 1992, Ph.D., 1997, University of Missouri-Kansas City.

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, and chair*. 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 and director of teacher certification*. B.A., 1962, Baylor University; M.A., 1967, Sam Houston State University; Ed.D., 1971, Baylor University; further study, Georgetown University.

DEPARTMENT OF ENGLISH

Laurie Carlson Accardi, 1994, *Assistant professor of English*. B.A., 1983, Webster University; M.A., 1986, University of Maine; Ph.D., 1994, University of Kansas.

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, *Oxbridge professor of languages and literature, and faculty instructional aide*. B.A., 1960, Hastings

College Personnel

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.

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, *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.

Jimmie E. Tanner, 1980, *Professor of English.* B.A., 1955, Oklahoma Baptist University; M.A., 1957, Ph.D., 1964, University of Oklahoma.

Mark Walters, 1991, *Associate professor of 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, *Professor of English, and chair.* 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 chair.* 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, *Associate 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, *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, *Associate 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, and chair.* A.B., 1955, Wheaton College; M.A., 1961, Ph.D., 1964, Indiana University; further study, University of Paris; École Internationale de Francais, Université de Quebec à Trois Rivières.

Ruth A. Kauffmann, 1997, *Assistant professor of Spanish.* B.A., 1979, Goshen College (IN); M.Ed., 1983, M.A., 1990, University of Illinois-Chicago; Ph.D., 1994, University of Chicago.

Susan M. Myers, 1995, *Assistant Professor of French.* B.A., 1984, Houghton College; M.A., 1986, Bowling Green State University; Ph.D., 1988, Indiana University.

Catherine Vera, 1974, *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, *Professor of French.* B.A., 1970, New College; M.A., 1974, University of Minnesota; Ph.D., 1981, Yale University.

Jane Foster Woodruff, 1997, *Assistant professor of history and languages.* B.S., 1971, Southwest Missouri State University; M.A., 1973, University of South Dakota-Vermillion; Ph.D., 1987, University of Nebraska-Lincoln.

College Personnel

LIBRARY FACULTY

Cheryl Couch-Thomas, 1997, *Instructor and catalog librarian*. B.A., 1983, Austin College; M.S., 1988, University of North Texas-Denton.

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; M.A.L.S., 1969, University of Missouri-Columbia.

Elise R. Fisher, 1988, *Assistant professor and circulation librarian*. B.A., 1975, William Jewell College; M.L.I.S., 1988, University of Missouri-Columbia.

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

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 chair*. 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 chair*. A.B., 1961, University of South Carolina; M.C.Mus., 1964, D.M.A., 1973, Southwestern Baptist Theological Seminary.

Helen L. Brown, 1984, *Assistant professor of music*. B.M.E., 1961, Howard College; M.C.M.,

1964, Southwestern Baptist Theological Seminary; Ph.D., 1997, 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.

Penny Thompson Kruse, 1992, *Instructor in music*. B.M., 1985, Northwestern University; M.M., 1987, Yale University.

Calvin C. Permenter, Jr., 1980, *Assistant professor of music*. B.M., 1976, University of Cincinnati College Conservatory of Music; M.M., 1979, Drake University; D.M.A., 1997, University of Missouri-Kansas City Conservatory of Music; further study, American Conservatory of Music, Fontainebleau, France; Academie Ravel de Musique, St. Jean-de-Luz, France.

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, NY; 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.

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; D.M.A., 1997, Indiana University-Bloomington.

College Personnel

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.

Sally N. Fletcher, 1994, *Assistant professor of nursing*. B.S.N., 1972, Avila College; M.N., 1989, University of Missouri-Kansas City.

Nelda Schwinke Godfrey, 1984, *Assistant professor of nursing*. B.S.N., 1977, University of Missouri-Columbia; M.N., 1980, University of Kansas.

Leslie L. Jakobe, 1996, *Instructor in nursing*. B.S.N., 1988, Avila College; M.S.N., 1994, University of Kansas.

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

R. Sue Lasiter, 1996 *Instructor in nursing*, B.S.N., 1980, Washburn University, R.N., M.S.N., 1996, University of Missouri-Kansas City.

Vicki L. Meek, 1993, *Assistant professor of nursing*. B.S.N., 1983, Northern Illinois University; M.S.N., 1993, University of Kansas.

James D. Waterman, 1996, *Instructor in nursing*. B.A., 1975, Drury College; B.S., 1979 William Jewell College; M.S.N., 1992, University of Missouri-Kansas City; Ph.D. candidate, University of Iowa.

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

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.

Randall C. Morris, 1993, *Associate professor of philosophy, and chair*. B.A., 1979, M.A., 1986, D. Phil., 1987, University of Oxford.

Elizabeth A. Sperry-White, 1996, *Assistant professor of philosophy*. B.A., 1985, Houghton College; M.A., 1991, Ph.D., 1997, University of Notre Dame.

DEPARTMENT OF PHYSICAL EDUCATION

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.

Jeffery D. Floyd, 1997, *Head football coach*. B.S., 1979, William Jewell College.

Larry Max Hamilton, 1967, *Assistant professor of physical education, athletics director, 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.

Edward J. Hornback, 1994, *Instructor of physical education and assistant coach*. B.S., 1991, William Jewell College; Master of Sport Science, 1993, United States Sports Academy.

Mark A. Hulet, 1996, *Instructor in physical education, assistant football coach, assistant track coach*. B.S. 1989, M.A., 1992, Central Missouri State University.

Sylvia Faye Nadler, 1990, *Professor of physical education, and chair; director of the Pryor Leadership Studies Program*. B.S., 1971, Wayland Baptist University; M.Ed., 1974, West Texas State University; Ed.D., 1980, East Texas State University.

College Personnel

Jill D. Rector-Cress, 1996, *Instructor in physical education, head women's basketball coach.* B.A., 1993, Northwestern College; M.A., 1996, University of Missouri-Kansas City.

Curtis L. Skotnicki, 1997, *Instructor, football offensive coordinator, spring sports assistant.* B.S., 1988, Illinois State University; M.S., 1992, Central Missouri State University.

DEPARTMENT OF PHYSICS

C. Don Geilker, 1968, *Professor of physics, and chair.* 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

Gary Armstrong, 1992, *Assistant professor of political science, and chair.* B.A., 1985, University of Oklahoma; Ph.D., 1995, Georgetown University.

William Alan Holiman, 1997, *Assistant professor of political science.* B.A., 1980, University of Arkansas; M.A., 1982, The Ohio State University; M.A., 1988, Ph.D., 1997, University of Kansas.

Rein Staal, 1995, *Associate professor of political science.* B.A., 1980, University of California-Santa Cruz; M.A., 1981, Ph.D., 1985, University of California-Berkeley.

DEPARTMENT OF PSYCHOLOGY

Abe F. Marrero, 1995, *Assistant professor of psychology.* B.S., 1982, Cameron University-Oklahoma; M.Ed., 1989, Southwestern Oklahoma State University; M.S., 1993, Ph.D., 1995, University of Oklahoma Health Sciences Center.

C. Ray Owens, 1983, *Professor of psychology, and chair.* B.S., 1975, Houston Baptist University; M.A., 1977, University of Houston at Clear Lake City; Ph.D., 1984, Utah State University.

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

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

DEPARTMENT OF RELIGION

J. Bradley Chance, 1982, *Professor of religion, and chair; 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; D.S.T., William Jewell College, 1992; further study, University of New Mexico, New Mexico Highlands University, Midwestern Baptist Theological Seminary, University of Oxford.

David Nelson Duke, 1980, *Professor of religion.* 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, *Associate professor of religion.* B.A., 1979, University of Missouri-Columbia; M.Div., 1983, Midwestern Baptist Theological Seminary; D.Phil., 1989, University of Oxford.

SERVICE LEARNING/SOCIOLOGY FACULTY

Timothy R. Johnson, 1995, *Assistant professor of sociology.* B.A., 1977, Central College; M.A., 1984, University of South Dakota; Ph.D., 1988, Purdue University.

College Personnel

Adjunct Faculty, 1997-98

Eleanor R. Adams, *Adjunct instructor in physical education.*

Linda Armstrong, *Coordinator of the William Jewell Society for the Pew Younger Scholars Program.*

Sherrill Aubrey, *Adjunct instructor in nursing.*

Mark Ball, *Adjunct instructor in music.*

Bob Blount, *Adjunct instructor in music.*

Ginny Boyer, *Adjunct instructor in general education.*

Vicki V. Breckenridge, *Adjunct instructor in education.*

Elaine Brown, *Adjunct instructor in music.*

John C. Brown, *Adjunct instructor in physical education.*

Rebecca A. Browning, *Adjunct instructor in education.*

Joey A. Butler, *Adjunct instructor in religion.*

John Cain, *Adjunct instructor in psychology.*

Lauren Chapin, *Adjunct instructor in art.*

Carol C. Chapman, *Adjunct instructor in music.*

Karen J. Clenin, *Adjunct instructor in nursing.*

Jean Cooper, *Medical technology program.*

Randall Cunningham, *Adjunct instructor in music.*

Craig Deaver, *Adjunct instructor in education.*

Stephanie Celine Deloraine, *French assistant.*

Ray DeMarchi, *Adjunct instructor in music.*

Katy Pat Dorsey, *Adjunct instructor in education.*

Julie J. Dunn, *Adjunct instructor in art.*

Nancy Everett, *Adjunct instructor in education.*

Katrina L. Everhart, *Adjunct instructor in business.*

Nancy F. Fasano, *Adjunct instructor in nursing.*

Maria Fernandez, *Spanish assistant.*

Roger L. Findlay, *Adjunct instructor in German.*

Steve Fleming, *Adjunct instructor in education.*

Rebecca Folsom, *Adjunct instructor in music.*

Anne Frahm, *Adjunct instructor in biology.*

Michael C. Fuhrman, *Adjunct instructor in religion.*

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

James Grimm, *Adjunct instructor in music.*

Kevin Guthrie, *Adjunct instructor in physical education.*

Thomas T. Hall, *Adjunct instructor in Japanese.*

Stephen P. Hawkins, *Adjunct instructor in business administration.*

Jennifer A. Hays, *Adjunct instructor in communication.*

Julie Hess, *Adjunct instructor in education.*

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

Patricia Hewlett, *Adjunct instructor in physical education.*

Jennifer L. Jenkins, *Adjunct instructor in physical education.*

Phyllis H. Johnson, *Adjunct instructor in general education.*

Brad Kellogg, *Adjunct instructor in physical education.*

Rebecca Koop, *Adjunct instructor in art.*

Brian Kramer, *Adjunct instructor in physical education.*

Sydney Krampitz, *Adjunct instructor in nursing.*

Brenda Krier, *Adjunct instructor in physical education.*

College Personnel

Constance LaGue, *Adjunct instructor in music.*

Terry Lamberth, *Adjunct instructor in religion.*

Susan D. Ludwick, *Adjunct instructor in nursing.*

Shihui Nettie Ma, *Adjunct instructor in music.*

Deborah Maltby, *Adjunct instructor in English.*

Shelley Manley, *Adjunct instructor in music.*

Candice McClain-Schwab, *Adjunct instructor in nursing.*

Gary R. McCollough, *Adjunct instructor in education.*

Leslie Mengel, *Adjunct instructor in music.*

Mark M. Miller, *Adjunct instructor in art.*

Charles J. Newlon, *Distinguished service professor of biology and physical education.*

Victoria Olson, *Adjunct instructor in music.*

Kent Peach, *Adjunct instructor in education.*

Steve Peters, *Adjunct instructor in music.*

George E. Pirch, *Adjunct instructor in education.*

Ann Posey, *Adjunct instructor in music.*

Dave Randall, *Adjunct instructor in physical education.*

Mike Reuck, *Adjunct instructor in physical education.*

Don Riddle, *Adjunct instructor in music.*

Meribeth Risebig, *Adjunct instructor in music.*

Martha Risser, *Adjunct instructor in music.*

Steve Seward, *Adjunct instructor in music.*

Ann Marie Shannon, *Distinguished service professor of English.*

Karen Shy, *Adjunct instructor in physical education.*

Marybeth Sorrell, *Adjunct instructor in communication.*

Elizabeth Spizman, *Adjunct instructor in nursing.*

Kenneth G. Stenstrup, *Adjunct instructor in religion.*

Mark Stivers, *Medical technology program.*

Shawn Stogsdill, *Adjunct instructor in political science.*

Alice Tabb, *Adjunct writing lab instructor.*

Antonio Vera, *Distinguished service professor of Spanish.*

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

Carol D. Wagner, *Adjunct instructor in nursing.*

Paul Warnex, *Adjunct instructor in music.*

EMERITI FACULTY AND ADMINISTRATORS

Will W. Adams, *Professor of political science, 1955-1989.*

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

Richard C. Brown, *Assistant professor of communication, 1987-1997.*

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

Edgar R. Chasteen, *Professor of sociology and anthropology and chair, 1965-1995.*

Keith R. David, *Professor of philosophy, 1969-1994.*

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

Darrel W. Gourley, *Associate professor of physical education, and golf coach, 1958-1991.*

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

Jeanne Johnson, *Professor of nursing, and chair, 1973-1996.*

Otis E. Miller, *Professor of economics, 1978-1998.*

College Personnel

David O. Moore, *Professor of religion and chair*, 1956-1986.

James A. Nelson, *Professor of physical education*, 1950-1990.

Charles F. J. Newlon, *Associate professor of biology*, 1956-1997.

Norris A. Patterson, *Professor of physical education and chair*, 1950-1969 and 1975-1985.

Virginia D. Rice, *Associate professor of communication*, 1930-1975.

Pauline Peck Riddle, *Professor of music and director of keyboard studies*, 1972-1998.

Ann Marie Woods Shannon, *Professor of English*, 1974-1995.

Jimmie E. Tanner, *Dean of the college and provost*, 1980-1997.

Olive E. Thomas, *Associate professor of biology*, 1936-1974.

Janet Vincent Thompson, *Professor of nursing*, 1978-1991.

Myra Cozad Unger, *Professor of English*, 1961-1994.

Antonio Vera, *Professor of modern languages*, 1978-1997.

Burdette L. Wagenknecht, *Professor of biology and chair*, 1968-1991.

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

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

Tom H. Willett, *Professor of communication and chair*, 1967-1996.

Officers of the College, 1998-99

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

Thad A. Henry, *Vice president for institutional advancement*. B.A., Barrington College, 1982; M.A., West Virginia University, 1991.

Ray C. Jones, *Executive director of college relations*. B.A., Dickinson College, 1970; M.S., University of Illinois-Urbana Champaign, 1971; Graduate Diploma, The Bologna Center, Johns Hopkins School for Advanced International Studies, 1976.

Gary D. Phelps, *Dean of student affairs, and collegiate vice president*. A.B., William Jewell College, 1970; M.S., Emporia State University, 1973.

Nina T. Pollard, *Provost and vice president for academic affairs*. B.S., Louisiana College, 1962; Ph.D., University of Louisville, 1970.

W. Christian Sizemore, *President*. B.A., University of Richmond, 1960; B.D., Southeastern Baptist Theological Seminary, 1963; M.S.L.S., University of North Carolina, 1964; M.L.S., Florida State University, 1971; Ph.D., Florida State University, 1973.

Administrative Staff, 1998-99

Tim R. Ackerman, *Manager of creative projects*. B.S., 1989; M.S., 1991, Central Missouri State University.

Fola Akande, *Admission counselor*. B.A., 1997, William Jewell College.

Colleen Amos, *Assistant director of career services and placement*. B.A., 1979, William Jewell College.

Ruth Ann Anderson, *Bookstore manager*.

Susan J. Armstrong, *Director of student financial planning*. A.B., 1984, William Jewell College; M.B.A., 1987, Rockhurst College.

B. Darlene Atkinson, *Assistant director of food service*. B.S., 1987, William Jewell College.

Elaine M. Barnes, *Registrar*. B.S., 1972, University of Kansas.

Suzanne M. Barrett, *Learning Resource Center coordinator*. B.S., 1983; M.L.S., 1985, Central Missouri State University.

College Personnel

Betty J. Bonham, *Administrative assistant to the director of facilities management.* B.S., 1997, William Jewell College.

Norman Boos, *Associate director of facilities management.*

Beth Brasel, *Admission counselor.* B.A., 1991, William Jewell College.

Sandra Bray, *Admission counselor.* B.S., 1991, Missouri Western State College; M.S., 1998, Central Missouri State University.

Rachelle Brown, *Assistant dean of admission.* B.S., 1993, Northwest Missouri State University.

Sandra Jo Burke, *Administrative assistant to the president.*

John W. Cain, *Director of counseling and testing.* A.B., 1981, William Jewell College; M.A., 1984; Ph.D., 1994, University of Missouri-Kansas City.

J. Bradley Chance, *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.

Carolyn Chapman, *News bureau manager.* B.A., 1990; M.A., 1992, Southwest Missouri State University.

Harry Cook, *Assistant dean of admission.* B.S., 1995, William Jewell College.

Ernie L. Davis, *Director of food service.* B.S., 1992, Southern Illinois University-Edwardsville.

Kevin L. Deremer, *Head athletic trainer.* B.S., 1981, University of West Virginia; M.S.Ed., 1983, Northwest Missouri State University.

Larry J. Dickerson, *Director of computer services and networking.* A.B., 1976, William Jewell College; M.Div., 1980, Yale University.

Jennifer L. Duncan, *Major gift officer.* A.B., William Jewell College, 1993; M.P.A., Syracuse University, 1996.

Robert A. Eisele, *Director of communications.* B.A., University of Missouri-Kansas City, 1975; M.A., Webster University, 1992.

Cabaletta Engeman, *Director of Phone/Mail.* B.A., 1998, William Jewell College.

Derek Fishel, *Admission counselor.* A.B., 1996, William Jewell College.

David M. Fulk, *Director of alumni programs.* A.B., 1985, William Jewell College; M.R.E., 1990, Midwestern Baptist Theological Seminary.

Helen L. Gillespie, *Accountant/business office manager.* B.S., 1977, William Jewell College.

Lan E. Guo, *Computer programmer/analyst.* B.S., 1992, Southeast University; Nanjing, China; M.S., 1995, University of Kansas.

Phillip F. Hagan, *Associate college physician.* M.D., 1986, Creighton University.

Richard L. Harriman, *Director of the fine arts program.* A.B., 1953, William Jewell College; M.A., 1959, Stanford University; Litt.D., 1983, William Jewell College.

Douglas D. Hawley, *Network manager.* B.A., 1991, William Jewell College.

R. Melvin Henderson, *Planned giving officer.* A.B., 1952, Howard (now Samford) University; M.Th., 1956, Southeastern Baptist Theological Seminary; Ph.D., 1964, Princeton Theological Seminary.

Milton P. Horne, *Associate dean for general education.* B.A., 1979, University of Missouri-Columbia; M.Div., 1983, Midwestern Baptist Theological Seminary; D. Phil. University of Oxford, 1989.

Peter V. Inzerillo, *Director of student ministries.* B.A., 1991, University of Missouri-Columbia; M.Div., 1997, Midwestern Baptist Theological Seminary.

Linda Jester, *Catering supervisor.* A.A.A.S., 1988, Grand Rapids Community College.

College Personnel

Carl E. Johnson, *Director of planned giving*. B.A., 1968, Campbell University; M.Div., 1973, Colgate Rochester Divinity School/Crozer Theological Seminary; Ph.D., 1976, Duke University.

Stephanie S. Johnson, *Box office manager of the fine arts program*. B.S., 1996, William Jewell College.

Chad Jolly, *Assistant dean of students/director of student activities*. A.B., 1994, William Jewell College; M.A., 1997, St. Louis University.

Tami Lewis Jones, *Marketing and academic support coordinator*. A.B., 1987, William Jewell College.

Brian Kramer, *Associate athletic director and Mabee Center facilities coordinator*. B.S., 1984, University of Nebraska; further study, Texas A&M University.

Wendy M. Lawrence, *Communications manager of the fine arts program*. B.A., 1993, University of Missouri-Columbia; further study, University of Missouri-Kansas City.

Jerold Marcellus, *Chef*. B.A., Bethany College, 1984; M.Mus., 1987, Kansas State University; A.A.S., 1996, Johnson County Community College.

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

Glen Martin, *Admission counselor*. B.A., 1994, William Jewell College.

Mitzi E. Mathews, *Associate college physician*. M.D., 1982, University of Kansas.

Clark Morris, *Associate director of the fine arts program*. A.B., 1992, William Jewell College; further study, Mid-America Nazarene University.

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

Nicole Murray, *Director of Lydia Lovan Community School of Music*.

Kathleen Sheppard Nasteff, *Dean of first year experience*. A.B., 1986, William Jewell College.

Craig Alan Nichols, *Microcomputer coordinator*. Electronic Technical Certification, 1993, Electronic Institute.

Gunn Bente Olsen, *Director of advancement services*. B.S., 1985, Spring Hill College; M.A., 1987, University of South Alabama.

Dorothy Plattenburg, *Director of Skilling Student Health Center*. R.N., 1959, Trinity Lutheran Hospital; B.S., 1987, College of St. Francis; M.S., 1995, Central Missouri State University.

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

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

Nelson D. Rumore, *Major gifts officer*. B.A., 1975, University of South Florida; M.Div., 1984, Southern Baptist Theological Seminary-Louisville.

Karen M. Russell, *Associate director of facilities management*.

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

J. Stephan Schwegler, *Associate dean for continuing education*. B.A., 1969, University of Missouri-Kansas City; M.A., 1971, University of Kansas; Ed.D., 1982, Teachers College, Columbia University.

Ardith Sharp, *Administrative assistant to the provost and vice president for academic affairs*.

Nancy C. Sherrick, *Administrative assistant to the president*.

David Arthur Smith, *Food service supervisor*. B.S., 1978, Ottawa University.

William D. Soper, *College physician*. M.D., 1968, University of Missouri-Columbia.

Koren Olivia Swanda, *Assistant director of student financial planning*. B.A., 1990, Drake University; M.S., 1996, Iowa State University.

College Personnel

Jennie Walters, *Administrative assistant for counseling and testing.* A.B., William Jewell College, 1997.

Vernon W. Wenzel, *Custodial supervisor.*

John Westlie, *Professor of French, senior tutor of the oxbridge program, and director of overseas studies.* B.A., 1970, New College; M.A., 1974, University of Minnesota; Ph.D., 1981, Yale University.

Helen J. Whiteley, *Administrative assistant and academic advisor for continuing education.* B.S., 1986, Missouri Western State College.

Michael E. Williams, *Professor of English and chairman, and coordinator of the foundations program.* B.A., 1977, University of Northern Colorado-Greeley; M.A., 1979, Ph.D., 1982, University of Colorado-Boulder.

Richard P. Winslow, *Assistant dean of students/director of housing.* B.A., 1995, William Jewell College.

John Young, *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.

Board of Trustees

Board of Trustees

Jimmy L. Albright, Ph.D., Pastor, Wyatt Park Baptist Church, St. Joseph, MO. Served as First Vice President of Missouri Baptist Convention, 1984; board member, Missouri Baptist Foundation and Christian Life Commission; Nominating Committee, Missouri Baptist Convention; included in *Who's Who in the Southwest*, *Who's Who in America*, and *Who's Who in American Colleges and Universities*; Walter Pope Binns Fellow, William Jewell College, 1987; professor in archaeology, Missouri Western State College; author; lecturer; motivational speaker; has served pastorates in Texas.

Richard P. Bowles, M.D., Physician, Private Practice, Liberty, MO. Certified by American Board of Family Practice; retired William Jewell College physician; served as delegate from Missouri to American Medical Association; member, Missouri State Medical Association; past president of medical staffs at Liberty Hospital and North Kansas City Hospital; "Harris Fellow" of Liberty Rotary Club; served on board of directors, Liberty Chamber of Commerce; received distinguished service award from Liberty Jaycees for community service; received Citation for Achievement from William Jewell College; awarded membership in the Missouri Athletic Trainers Association Sports Medicine Hall of Fame; received distinguished service award from Liberty Hospital; Sertoma Club of Liberty Service to Mankind Award.

William M. Crouch, C.F.P., The Capital Group, St. Louis, MO. Member, Certified Financial Planners; member, National Association of Securities Dealers; member, executive board, Missouri Quarterhorse Association; associate board member, Missouri Baptist Hospital; board member, Boys and Girls Town of Missouri; executive board member, Missouri 4-H Foundation; member Kirkwood Baptist Church, Kirkwood, MO.

Donald R. Duncan, J.D., Attorney-at-Law, Turner, Reid, Duncan, Loomer & Patton P.C., Springfield, MO. Lecturer; served as Special Assistant to the Missouri Attorney General; board member, Cox Medical Centers, Ronald McDonald House, and Cox College of Nursing; active in Baptist church and denominational

roles of leadership, including Missouri Baptist Foundation.

John L. Gilbert, Cordova, TN. Retired Pastor of First Baptist Church, Poplar Bluff, MO (1966-98). President Missouri Baptist Convention 1984-85; currently active in teaching/preaching ministry; interim pastor, First Baptist Church, Jackson, MO; member Baptist Sunday School Board.

Anita B. Gorman, Kansas City, MO. Commissioner, Missouri Department of Conservation; prominent business person and civic leader, holding such honors as Northlander of the Year, Kansas Citian of the Year, and Kansas City Spirit Award; board member, Commerce Bank, Blue Cross/Blue Shield, City of Fountains Foundation, Salvation Army, Kansas City Convention and Tourist Bureau, Greater Kansas City Chamber of Commerce, Kansas City Association of Trusts and Foundations; fund raiser for city and civic causes, lecturer, teacher, leader in church roles.

Jacqueline J. Harmon, Warrensburg, MO. Leader in church, civic, and service organizations; member, Western Missouri Medical Center Foundation, Missouri Governor's Mansion Preservation Committee, International Wives Organization; leader in church and denominational work, especially Woman's Missionary Union, Sunday School Director and teacher, serving on such church committees as Personnel, Building, and Church Council.

John E. Hughes, Ph.D., Pastor, First Baptist Church, Independence, MO. President, American Christian Television System of Kansas City, Inc.; member Executive Board, Blue River-Kansas City Baptist Association, Independence Ministerial Alliance.

Paul D. Jarrett, Ph.D., Pastor, Calvary Baptist Church, Columbia, MO. Former pastorates include others in Missouri, Texas, and Indiana; member, Society of Biblical Literature; member, The American Society for Church Growth; Advisory Board, Community Partnership Organization; board member, Alpha-Omega Youth Outreach Ministry; active in community development and racial reconciliation efforts through the Mayor's Task Force On Race Relations; member, Smithton Valley Neighborhood Association.

Board of Trustees

Burnell Landers, M.D., Physician, Consultants in Gastroenterology, Independence, MO. Staff privileges at Research Medical Center, North Kansas City Memorial Hospital, Independence Regional Health Center, plus consulting staff privileges at eight other area hospitals; associate member of American College of Gastroenterology; active member of American Society for Gastrointestinal Endoscopy, American Medical Association, Greater K.C. Society of Internists, Jackson County Medical Society, K.C. Southwest Clinical Society, Midwest Society for Gastrointestinal Endoscopy, Missouri Society of Internal Medicine.

Robert E. Loggins, Sr., M. Div., Pastor-Teacher, The Word Is Alive Ministries, Chesterfield, MO. Member, Fellowship of Christian Athletes; board member, Missouri Baptist Medical Center, American Baptist Seminary, Nashville, TN; Executive Board member, St. Louis Baptist Association, St. Louis Metro Seminary Extension; Bible teacher for the St. Louis Rams; Chapel speaker for the St. Louis Cardinals; community service, Crosswinds Multi-Housing Ministry.

James W. McCrossen, M.Div., Overland Park, KS. Pastor, retired; former pastorates in Missouri, Kansas, Oklahoma; served as Chaplain to Kansas House of Representatives; member, Jackson County (MO) Mental Health Advisory Council; former trustee, Ottawa University, Bacone College, Murrow Indian Children's Home, and the Home Mission Ministries, A.B.C.; presently a member of the board of Central Baptist Theological Seminary.

John E. Owen, D. Min., Pastor, First Baptist Church, Cape Girardeau, MO. President, Missouri Southern Seminary Alumni Association; trustee, Annuity Board of Southern Baptist Convention; member, Student Work Committee for Baptist Student Union and chaplain of basketball team, Southeast Missouri State University, Cape Girardeau; former pastorates in Kentucky and Ohio; trustee, Georgetown College, Georgetown (KY).

Marjorie H. Privott, R.N., Chesterfield, MO. Member of Missouri Baptist Convention Executive Board and active in other Christian services. Active in denominational work of Missouri Baptist Convention, church, and civic responsibilities; former practicing nurse; leader-

ship roles, Junior Women's Club, Children's Home Society (NC), Mid-America Ladies' Conference, Boy Scouts of America.

Fred H. Pryor, Chairman of the Board, Pryor Resources, Inc., Shawnee Mission, KS. Renowned public speaker, holding the CPAE Award from the National Speakers Association; author; world traveler; accomplished pilot; active in civic and educational areas.

Palmer A. Reynolds, President, Phoenix Textile Corporation, St. Louis, MO. Member, Executive Committee, Missouri Baptist Convention; trustee, Missouri Baptist Hospital; member, Board of Regional Commerce and Growth Association (RCGA-St. Louis).

Linda J. Roos, Private practice in marriage and family counseling, St. Louis, MO. Board member, the Metropolitan School, the Christian Civic Foundation; member and past president of the board of the North Side Team Ministry; President, Fred Pillsbury Foundation, St. Louis; member and officer of P.E.O.

Doyle M. Sager, D.Min., Pastor, First Baptist Church, Jefferson City, MO. Former president, Missouri Baptist Convention; has served numerous pastorates in Missouri; teacher and lecturer; active in civic responsibilities and health care roles, including Hospice and Home Health Care; included in Who's Who in American Colleges and Universities.

William J. Spencer, Ph.D., Chairman SEMATECH, Austin, TX. Member SRI International Board of Directors; Adobe Systems Board of Directors; Engineering Foundation Advisory Council, University of Texas; Capital Group Board of Directors; Law & Economics Consulting Group Board of Directors; Sandia Labs President's Advisory Board; member of National Academy of Engineering; University of California at Berkeley School of Engineering Advisory Board; Regents Professor, University of California at Berkeley; Research Professor, University of New Mexico School of Medicine; honorary doctorate and Citation for Achievement, William Jewell College; Regents Meritorious Service medal, University of New Mexico; C. B. Sawyer Award for contribution to "The Theory and Development of Piezoelectric Devices."

Gerald R. Sprong, President and Director, The Morris Plan Company, St. Joseph, MO.

Board of Trustees/Committees

Chairman and director of First Savings Bank, Manhattan, Kansas; Director of St. Joseph Light and Power Company.

Joy Steincross, Liberty, MO. Active in denominational work of both Missouri Baptist Convention and Cooperative Baptist Fellowship; Meals on Wheels Board of Directors; member of P.E.O.; Chair, Theological Education Task Force, Cooperative Baptist Fellowship; Nordstrom Pianist; accomplished musician; public speaker; church leader.

Stephen M. Turner, J.D., Senior Vice President and General Counsel, Texaco Inc., White Plains, NY. Trustee of Parker School of Foreign and Comparative Law, Columbia University School of Law; Citation of Achievement and honorary doctorate, William Jewell College.

Robert W. Webb, D.Min., Pastor, Memorial Baptist Church, Columbia, MO. Has served as chairman, Inter-Agency Relations, Missouri Baptist Convention; member, State Nominating Committee, and member, Executive Board, MBC; former pastorates in Kansas, Arkansas, Bolivar, MO, and First Baptist Church, Maryville, MO.

John F. White, President, Aim High Enterprises, Braintree, MA. Chairman, Consolidated Products and Service Inc.; board member, Massachusetts High Technology Council; vice-chairman, National Blood Foundation; board member, Lifeline Foundation.

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ADVISORY TRUSTEES

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A. Phillip Lineberger, *Pastor, Williams Trace Baptist Church, Sugar Land, TX.*

Committees of the College, 1998-99

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COMMITTEE ON COMMITTEES (F): **K. Harder**, **A. Holiman**, **J. Kersten**, **P. Kruse**, **G. Williams**, **S. Woods**

College Personnel

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A. Strautman, M. Williams; Administrator—
L. Dickerson

HONORS COUNCIL (F): M. Cook, J. Dilts,
M. Dixon, B. Knauss, **F. Spletstoser**, C. Vera

HOSPITALITY (F): F. Albitz, **L.A. Harris**,
J. Waterman, E. Webb

**HUMANITARIAN SERVICE COMMITTEE
(F):** M.E. Bleakley, K. Deremer, **V. Meek**,
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**INTERNATIONAL/INTERCULTURAL EDU-
CATION (A/F):** Faculty—R. Garrison, **R.**
Kauffmann, I. Munro, Administrator—
J. Westlie

LIBRARY (A/F): Faculty—K. Deremer,
C. Permenter, G. Smith; Administrator—Young

NETWORK ADVISORY BOARD (A/F):
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L. French, R. Morris

PRE-MEDICAL ADVISORY (A/F): Faculty—
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V. Meek, S. Powers, A. Strautman

**PRESTIGIOUS FELLOWSHIP ADVISORY
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PRYOR LEADERSHIP (F): M.E. Bleakley,
S. Fletcher, J. Hawkins, D. Heruth; Ex. Officio—
S. Nadler

SABBATICAL LEAVE (A/F): Faculty—
K. Chatlos, J. Dilts, D. Geilker; Trustees—
Gilbert, **Hughes**, Turnage; Administrators—
Pollard, Sizemore

**WHO'S WHO IN AMERICAN COLLEGES
AND UNIVERSITIES (A/F):** Faculty—
M.E. Bleakley, F. Flook, K. Harder, J. Hawkins,
C. Robinson, A. Strautman, R. Troutwine,
V. Webb; Administrator—**G. Phelps**

CONSULTATIVE COMMITTEES

CAMPUS ORGANIZATIONS (F): S. Emig,
L. Hamilton, B. Knauss, C. Robinson;
Administrator—**G. Phelps**

COLLEGE CONDUCT (F): H. Brown,
M. Cadd, **R. Edwards**, C. Permenter,
E. Sperry-White

EDUCATIONAL RECORD REVIEW (F):
Members of the Faculty Council

TEACHER EDUCATION (F): L. Bell,
M.E. Bleakley, M. Dixon, R. Garrison, C. Green,
K. Harris, F. Moore, P. Schaefer, M.J. Stockton,
J. Woodruff

Calendar

Official Calendar 1998-99

FALL SEMESTER

August 28
Residence Halls Open

August 28-30
New Student Orientation

August 31
Registration

August 31
Classes Begin

September 3
Opening Convocation

September 26
Parents' Weekend

October 10
Homecoming

October 23-26
Fall Break

November 25
Thanksgiving Holiday Begins

November 30
Classes Resume

December 14
Finals Preparation Day

December 15-18
Final Examinations

December 18
Christmas Holiday Begins

SPRING SEMESTER

January 14
Classes Begin

February 25
Achievement Day

March 5
Spring Break Begins

March 15
Classes Resume

April 2
Good Friday Observed

April 30
Finals Preparation Day

May 3-6
Final Examinations

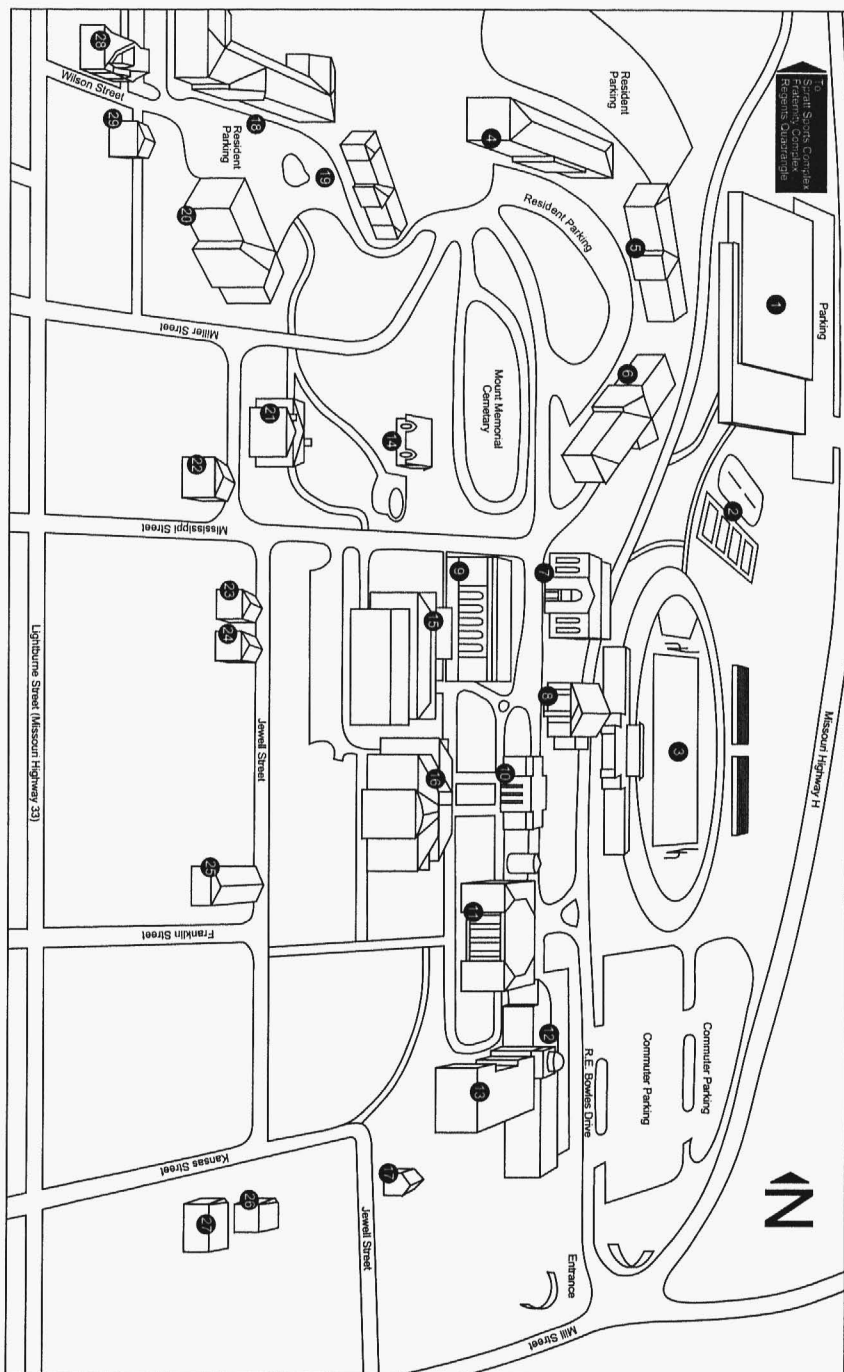
May 9
Baccalaureate and
Commencement

SUMMER SCHOOL

June 7
Summer School Begins

July 31
Summer School Ends

Campus Map



Campus Map Key

- 1 **Mabee Center**
Physical Education Department
- 2 **Volleyball courts, tennis courts**
- 3 **Greene Stadium**
Norris A. Patterson Field
Garnett M. Peters III Track
- 4 **Browning Hall**
- 5 **Eaton Hall**
- 6 **Ely Hall**
- 7 **Brown Hall**
Admission
Art Department
Communication Department
Continuing Education
Doniphan Room
Journalism and Student Newspaper
(*The Hilltop Monitor*)
Peters Theater
Radio Station (KWJC)
Stocksdale Art Gallery
Theatre Program
- 8 **Pillsbury Music Center**
Forbis Recital Hall
Lovan Community School of Music
Music Department
- 9 **Gano Chapel**
Chaplain's Office
New Horizons Center
Religion Department
Spurgeon Center for Christian Ministry
Student Ministries
- 10 **Greene Hall**
Administrative Services
Business Office
Marketing and Communications
President
Provost
Registrar
Senior Tutor/Oxbridge Overseas Study
Student Financial Planning
- 11 **Jewell Hall**
Academic Achievement Center
Business Administration and
Economics Department
English Department
Language Department
- 12 **White Science Center**
Biology Department
Chemistry Department
Computer Studies
Mathematics Department
Physics Department
- 13 **Marston Hall**
Advancement
Alumni/Development
Education Department
Fine Arts Program
History Department
Nursing Department
Philosophy Department
Political Science Department
Pryor Leadership Studies Program
Service Learning Program
- 14 **Grand River Chapel**
- 15 **Yates Student Union**
Bookstore
Cafeteria
Career Services
Counseling and Testing
Dean of Student Affairs
Food Service
Housing Service
Snack Bar (The Cage)
Student Activities
Student Affairs
- 16 **Curry Library**
Browning Theater
Partee Center for Baptist Historical
Studies
Perry Learning Resource Center
- 17 **Coventry House**
- 18 **Semple Hall**
Alpha Delta Pi
Alpha Gamma Delta
Delta Zeta
Zeta Tau Alpha
- 19 **Jones Hall**
- 20 **Melrose Hall**
- 21 **President's Home**
- 22 **Cardinal House**
- 23 **Ivy Cottage**
- 24 **Scholar's Cottage**
- 25 **Stamford House**
- 26 **Oxford House**
- 27 **Doniphan House**
- 28 **Hester Alumni Center**
- 29 **Evans House**

Index

Index

Academic Advising	11	Education	71
Academic Assessment	16	English	78
Academic Honesty	16	Foundations	39
Academic Standards	15	French	89
Achievement Day	7	General Education	12, 34
Adjunct Faculty	151	Geography	83
Administrative Staff	153	Geology	83
Admission	1	German	90
Advanced Placement and Credit	18	Graphics	128
Application Procedure	1	Greek	92
Art Gallery	10	History	84
Athletics-Varsity and Intramural	7	Humanities	87
Audit	19	Information Systems	68
Awards Convocation	6	Independent Study	87
		International Business/ Language	54, 88
		International Relations	131
Board of Trustees	155	Japanese	92
		Japanese Area Studies	87
Calendar	159	Languages	88
Campus Map	160	Latin	93
Campus Map Key	161	Leadership Studies	94
Career Services	7	Mathematics	96
Changes in Courses	19	Mathematics with	
Christian Student Ministries	8	Data Processing Emphasis	96
Church Ministries Practicum	4	Medical Technology	29
Classification of Students	18	Music	98
College Chapel	8	Nursing	105
Committees of the College	157	Oxbridge	109
Counseling Services	7	Philosophy	120
Courses of Study	34	Physical Education	124
(Majors in <i>italic type</i>)		Physics	128
Accounting	50	Political Science	131
American Politics	132	Political Theory	132
Art	43	Psychology	135
Astronomy	128	Public Communication Emphasis	62
Biblical-Historical Studies	138	Public Law	133
Biochemistry	45	Religion	138
Biology	46	Recreation or Sports Management	125
British Studies	49	Service/Learning	142
Business Administration	50	Spanish	90
Chemistry	57	Speech/Theatre Certification	63
Coaching	124		
College-Wide	61	Debate	9
Communication	62	Dropping Courses	20
Comparative Politics	133		
Comparative Religion Studies	138	Evening Division	25
Computer Studies	67	Expenses and Fees	5
Economics	53		

Index

Faculty	145	Medical Technology	29
Financial Planning	2	Medicine	30
Fine Arts Program	7	Ministry	30
		Nursing	31
General Education	12, 34	Occupational Therapy	31
Bachelor of Arts Degree	14	Physical Therapy	32
Bachelor of Science Degree	15	Pre-Engineering Program of Studies	28
Grading and Grade Points	3, 17	Prior Leadership Studies Program	32
Graduation Requirements	17		
		Radio	10
Health Center	10	Refund Policy	6
Hilltop Monitor (newspaper)	9	Registration	19
Honors	19	Residence Program	9
Independent Study	21	Student Classification	18
International Relations	133	Student Financial Planning	2
		Student Activities	8
Library	26	Student Life	6
		Student Organizations	9
Motor Vehicles	10	Student Publications	9
Music Options	7	Summer School Credit	20
New Horizons	7	Theatre	9, 62
		Transfer Students	1, 20
Officers of the College	153		
Orientation for Freshmen and Transfer Students	1	Withdrawal from College	20
Overseas Study		Work Opportunities	4
Asia/Australia	23	World Campus	21
England	22	Writing Program	11
France	24		
Germany / Austria	24		
Spain	24		
British Teacher Education	23		
Oxbridge	20, 109		
Pass-Fail Option	18		
Preparation for Special Careers	26		
Arts and Sciences	27		
Business	27		
Dentistry	27		
Education	27		
Engineering	29		
Forestry and Environmental Management	29		
Hull Fellows	27		
Journalism	29		
Law	29		