

2001 - 2002
Catalog

Table of Contents

Student Information	1
The Academic Program	25
General Education	16
Departmental Majors	46
Art	48
Biochemistry	50
Biology	51
Business Adm. & Economics	55
Chemistry	62
College-Wide	67
Communication	68
Computer Studies	75
Education	80
English	90
Geography/Geology	95
History	96
Humanities/Ind. Study/Japanese Studies	100
Languages	101
Leadership Studies	108
Mathematics	110
Music	112
Nursing	119
Oxbridge	123
Physical Education	134
Physics-Astronomy	138
Political Science	141
Psychology	145
Religion & Philosophy	148
Service Learning	156
College Personnel	158
Board of Trustees	171
Campus Map	174
Campus Map Key	175
Calendar	176
Index	177

William Jewell College was chartered by Missouri Governor Austin King on February 27, 1849. A coalition of civic-minded leaders from Liberty, including the military hero Colonel Alexander Doniphan, was instrumental in bringing the college to the state's western boundary. The school was named in honor of Dr. William Jewell, a prominent physician from Columbia, who rallied a coalition of Missouri Baptists and others to the cause of advancing higher education in Missouri.

A century and a half later, the college's mission rests on the same, simple-but-powerful concepts that motivated Dr. Jewell and his colleagues. The mission of William Jewell College is:

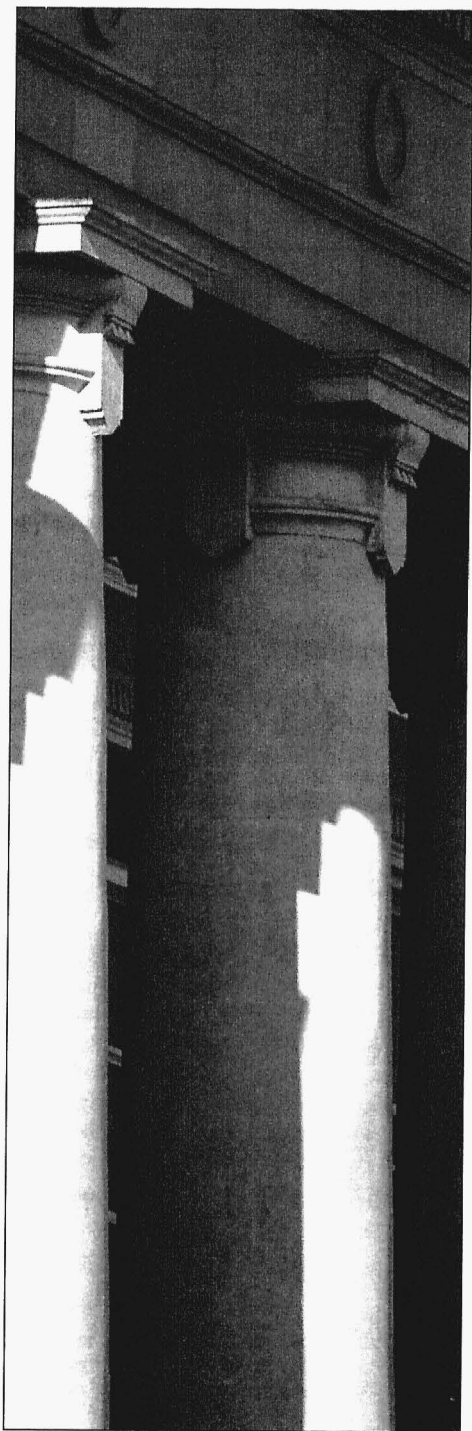
- ♦ To provide students a liberal arts education of superior quality;
- ♦ To serve communities beyond the campus educationally, culturally and socially;
- ♦ To be an institution loyal to the ideals of Christ, demonstrating a Christian philosophy for the whole of life, and expressing the Missouri Baptist heritage which is the foundation of the college.

Following are some key points of interest about William Jewell College:

- William Jewell's fall 2000 entering class was among the most talented in college history. More than 10 percent of the 303 new students graduated as valedictorian or salutatorian. Nearly one third graduated in the top 10% of their class. The average ACT was 24.4, which signifies a score well within the top quarter of all those taking the ACT. The student body has representation from approximately 3 dozen states and a dozen foreign countries.
- International programs in such countries as England, Japan, Australia, India and Ecuador allow Jewell students to study at some of the world's great universities. The flagship **Oxbridge** program, funded by The Hall Family Foundations, combines British tutorial methods of instruction with opportunities for a year of study in Oxford or Cambridge. Jewell's cooperative program at Harlaxton College in England has also been recognized as one of the top study-abroad opportunities in the nation.
- The **Harriman Arts Program** is considered the Midwest's pre-

miere program in the performing arts. Luciano Pavarotti made his American recital debut as part of the series, and each year's schedule includes the world's most outstanding artists, dance companies, drama troupes and orchestras.

- The **Pryor Leadership Studies** program allows students to enhance their leadership skills in a variety of structured experiences, including an Outward Bound exercise, and the college's **Emerging Leaders** program has been recognized internationally for its success in fostering student development.
- William Jewell is ranked in the prestigious "national liberal arts" category of *U.S. News & World Report's* "America's Best Colleges." This category includes the nation's top 162 institutions, based on admissions selectivity, academic quality, alumni support, campus facilities and student activities.
- Dually aligned with the Missouri Baptist Convention and the American Baptist Churches U.S.A., William Jewell offers a rigorous liberal arts education within a values-centered environment.



Catalog 2001-2002



WILLIAM JEWELL COLLEGE

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www.jewell.edu

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 is an equal opportunity employer.

Accreditation

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

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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;
- Writing sample;
- Curriculum completed in high school;
- Recommendation by one person 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 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. One recommendation.
5. Writing sample.
6. A list of the academic courses in which you are currently enrolled.

Student Information

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 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 the \$25 fee.
2. Forward a copy of the high school transcript if transferring fewer than 12 hours.
3. Have official copies of transcripts forwarded from *each* college previously attended.
4. Submit personal essay (optional).
5. Submit personal reference form.

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 and grades below C in oral communication will not fulfill the GEN 101 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 Competency Test before the end of the first semester at Jewell. In the fall of 2000 a new transfer policy for General Education went into effect.

Students with fewer than 30 college credit hours will complete William Jewell's general education program entitled, "The Responsible Self," in its entirety, with the exception of some level I courses.

Transfer students with 30 college credit hours or more will observe the following guidelines for obtaining general education credit for courses taken at other colleges or universities.

Level I

GEN 100, "The Responsible Self." Transfer equivalent: None.

GEN 101: "Oral Communication." Transfer equivalent: an oral communication course of at least three semester hours with a grade of "C" or higher that contains a public speaking emphasis.

GEN 102: "Written Communication." Transfer equivalent: an English composition course of at least three semester hours with a grade of "C" or higher. Students must pass WJC's Writing Competency Exam during their first semester at WJC.

GEN 103, "Math Model Building and Statistics," or GEN 104, "Calculus and Statistics." Transfer equivalent: for GEN 103, at least a three hour course in statistics, calculus, college algebra, finite math or discrete math. For GEN 104, at least a three hour course in calculus.

Foreign Language/Cross-cultural requirement. Transfer equivalent:

BA students: Four hours of foreign language at the *intermediate* level.

BS students: At least a three-hour course containing significant emphasis on non-western culture. BS students who do not have a transfer equivalent may satisfy this requirement after enrolling at Jewell in one of three ways:

1. Satisfy the BA requirement listed above;
2. Take an approved cross-cultural course (see catalog page 23);

Student Information

3. Take an additional Level II class as long as one of the total four is in the Culture and Traditions category.

PE Activities: At least two or more physical education activities totalling at least 2 hours.

Level II

Students complete requirements in three of the four Level II categories. A student is exempt from one category *depending upon the student's major*. In all categories at Level II, the requirement may be met by one interdisciplinary course of at least three semester hours in the appropriate content area (the *Science, Technology, and Human Experience* course must involve a significant laboratory experience).

Culture and Traditions:

- Exempt majors: Art, Communication, English, French, Japanese Area Studies, Music, Organizational Communication, Oxbridge English Language and Literature, Oxbridge History of Ideas, Oxbridge Music, Philosophy, Spanish, Speech Education, Theatre, Theatre Education.
- Transfer equivalent: Two courses from different disciplines within the humanities showing a total of at least four semester hours.

Sacred and Secular:

- Exempt majors: Religion
- Transfer equivalents : Two courses showing a total of at least four semester hours, with at least two hours in the area of biblical introduction and the additional hours in the broader study of religion (e.g., church history, Christian ethics, history of Christian thought, world religions, philosophy of religion, etc.).

Science, Technology, and the Human Experience:

- Exempt majors: Biochemistry, Biology,

Chemistry, Computer Science, Medical Technology, Nursing, Oxbridge Ecology and Systematics and Oxbridge Molecular Biology; Physics

- Transfer equivalents: One laboratory science course and one advanced mathematics course (calculus II or above), or two science courses with one being physical and the other a life science. One of the courses must be a laboratory science.

Power and Justice in Society

- Exempt majors: 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.
- Transfer equivalents: Two courses from different disciplines within the social sciences showing a total of at least four semester hours.

Level III

Gen 400 Capstone

- Transfer equivalent: None

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

Student Information

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.

Standards of Satisfactory Academic Progress

The following standards of satisfactory academic progress must be maintained to remain eligible 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 academic 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 credit hours or more per semester) must complete a minimum of 24 credit hours per year; three-quarter time students (9-11 credit hours) must complete a minimum of 18 credit hours per year; half-time students (6-8 credit hours) must complete a minimum of 12 credit hours per year.

Federal regulation requires that the maximum 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, must 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

Student Information

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 eligibility 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 half-time 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 financial aid eligibility.

<i>Class/Min. GPA</i>	<i>Min. Aid GPA</i>
First-Year/1.5	2.0
Sophomore/1.75	2.0
Junior/2.0	2.0
Senior/2.0	2.0

First-year and sophomore students are designated as being on "academic probation" when the GPA 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 academic progress. Junior and senior students are not allowed a grace period when the grade point average is below 2.0.

A student whose cumulative GPA 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 GPA to be eligible to apply for financial aid. Only transferable credit hours will be used to determine cumulative GPA.

Appeal Procedure

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

Academic Scholarships

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

Recipients of the Marian Greene Education Scholarship (if full tuition) and the William

Student Information

Jewell College Distinguished Scholars Award (if full tuition) must complete a minimum of 14 credit hours per semester with a cumulative GPA of at least 3.5. Scholarship renewal eligibility is reviewed at the end of the academic year. A probationary semester is provided as well. 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 aid 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, 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, Charles Gallagher Grants and Missouri College Guarantee Program Grants 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 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 aid and scholarship brochure, distributed by the Office of Financial Aid and Scholarship Services, should be consulted for additional application procedures. Student consumer information is found in the official student handbook, financial aid award letter and the William Jewell College website.

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.

Expenses

	SEMESTER	YEAR
Tuition and Fees	\$7,375	\$14,750
Room**	930	1,860
Board-19 meal plan*	1,265	2,530
	<hr/>	<hr/>
	\$9,570	\$19,140

Student Information

*An alternate board plan (14 meal plan) is available at \$1180 per semester, \$2,360 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 \$465 per semester, \$930 per year. Single occupancy in a double room is available for an additional \$465 per semester, \$930 per year.

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

Books and supplies \$650

Personal expense and transportation \$2,600

Students registering for more than 17 credit hours per semester pay \$258 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 Provost of the College.) Students registered for fewer than 12 semester hours pay tuition at the rate of \$593 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.

Willingness to assume financial responsibility is a mark of increasing maturity. Students whose accounts with the college are unsatisfactory are not allowed to pre-register, nor will they be issued grades, transcripts or diplomas. Room, board and other privileges

may be suspended as a result of unsatisfactory student accounts.

Students moving out of the dormitories during a semester will be charged a pro-rated room and board amount based on the number of days residing in the dormitory.

Special Fees

Auditing any course,
per semester hour \$185

Credit by examination,
per semester hour \$ 50/hr.

Vehicle Permits \$ 25/sem.

Returned checks \$ 20

Supervised Student Teaching
Education (EDU 410 and 424) \$ 150

Interest Charge of unpaid balance/per
month 1% (12% Annual Rate)

Payment Options

All accounts are due and payable on or before the first day of classes each semester.

Students unable to pay in full may choose our Interest-Free Monthly Payment Option offered in partnership with Tuition Management Systems, Inc. For more information or to enroll in this payment option visit the TMS website, www.afford.com or call 1-800-722-4867. William Jewell also offers the William Jewell College 8 Pay Plan with 12% annual interest. Information and a brochure for either plan may be obtained from the Business Office, (816) 781-7700, ext. 5164; Financial Aid and Scholarship Services, ext. 5143; or Admission, ext. 5137. Those who do not satisfy their financial obligations before the first day of classes may not matriculate or attend class.

Student Information

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	\$105
Additional lessons, per lesson	\$ 105
Class lessons	\$ 70

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

Return of Enrollment Fees (Refund Policy)

Students must notify the Dean of Student Affairs in writing if they intend to withdraw from all courses. The withdrawal date is based on the date that the Dean of Students receives the written notification.

The 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).

General guidelines for enrollment fee reduction are as follows:

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

Return of Title IV Federal Student Aid

The account of the student who has Federal aid and withdraws before 61% of the semester has elapsed will be evaluated according to U.S. Department of Education guidelines and formula.

The policy conforms to the Higher Education Amendments of 1998 and becomes effective for enrollment periods beginning after August 1, 2000. Title IV programs affected by this provision are Subsidized and Unsubsidized Federal Direct Loans, Federal Perkins Loans, Federal PLUS (Parent Loans for Undergraduate Students), Federal Pell Grants and Federal SEO Grants.

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

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

Student Information

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

Federal student aid programs will be returned in the following regulated order:

Unsubsidized Federal Direct Loan

Subsidized Federal Direct Loan

Federal Perkins Loan

Federal PLUS (Parent Loans for Undergraduate Students)

Federal Pell Grant

Federal SEO Grant

Other Title IV Aid Programs

Examples of the Federal formula are available through Financial Aid and Scholarship Services. The fees, procedures and policies outlined above supersede any published previously.

Return of Non-Federal Student Aid/Personal Payments

If the student received Federal aid, the return of Federal funds is the first priority. If the student received state or institutional aid, or made personal payments, the state and institutional aid are repaid proportionally according to the source of the payment.

Repayment of aid programs may result in a balance due on the student's institutional account. A copy of the calculation used to apportion repayment will be mailed to the student's permanent address.

Questions about individual circumstances may be directed to the Business Office.

Student Life

At William Jewell College, the living/learning experience of student life begins the

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

Orientation Weekend is designed to help first-year and transfer students get acclimated to life on campus. Each new student is assigned a mentor, and will spend time in a small mentor group during the weekend. The rest of the weekend includes an activities fair, social events, registration procedures, and informational meetings for various campus groups and activities. General orientation for all new students is conducted during registration week, in accordance with the calendar.

Office of Counseling and Testing

Mission Statement

The Mission of the Office of Counseling and Testing is to enhance the students' educational experience by providing a safe environment for all students to seek assistance with any personal concerns. The staff is committed to serving students by providing personal counseling, career explorations, and referral when appropriate.

Services

Specific services offered by the Office of Counseling and Testing include: individual counseling, goal-setting and personal growth, premarital counseling, couples counseling, support groups, career explorations, and crisis intervention. Support services are provided for students with medically documented special needs. 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.

Student Information

Daytime students of the college are eligible for up to 12 personal counseling sessions per academic year. Referrals to professionals in the community are made when appropriate.

Each year, a number of workshops, seminars, and support groups are offered. Recent examples include: eating disorders seminar, stress management seminar, test anxiety workshop, graduate school search seminar, and a support group to assist students in dealing with shyness.

Location

The Office of Counseling and Testing is located in room 312 Yates College Union. Appointments may be scheduled in person at our reception desk, or by telephoning the office at extension 5246.

Career Services

The office of career services assists students in career exploration, resume preparation, interviewing skills and procedures, on-campus interviewing, self-assessment, job referrals and placement, and the career mentor program.

Academic Achievement Center

The Academic Achievement Center provides courses in study skills and reading improvement in addition to assisting students with learning problems.

New Horizons

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

Harriman Arts Program

Now in its 37th season, the nationally recognized William Jewell College Harriman 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, Cecilia Bartoli, Itzhak Perlman, Wynton Marsalis, Yo-Yo Ma, American Ballet Theatre and the Broadway production of STOMP. Students attend the Harriman Arts performances at no cost.

Achievement Day

Since 1944, 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 classroom students. The original purpose of this major campus event remains the same: to allow students to see what can be achieved with a William Jewell education.

The formal occasions include an academic convocation featuring brief addresses by the year's honorees. Many students are invited to attend a dinner at a Kansas City hotel. Keynote speakers have included Lyndon B. Johnson, Billy Graham, Norman Vincent Peale, General Maxwell Taylor, astronaut James Irwin, Senator Hugh Scott, William F. Buckley, Jr., 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 eight years. The foot-

Student Information

ball team made NAIA history by going to the 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 & field; for women-- basketball, cheerleading, cross-country, dance team, golf, soccer, softball, tennis, track & field 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 department can enrich the lives of students no matter what their major.

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

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

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

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

Lecture Series

William Jewell College believes education extends beyond the classroom. In 1997-98 the College initiated an integrated lecture series to enhance learning in three of its flagship programs: the Pryor Leadership Studies Program, the Midwest Center for Service Learning and Women's Issues, and the General Education Program entitled, "The Responsible Self." Integrating the themes and ideas of these three programs, four distinct lectures are offered in addition to the Opening Convocation in the Fall and Achievement Day in the Spring. These four include: the Cope Lecture on Science and Society; the Walter Pope Binns Distinguished Lectureship addressing matters of religion, theology, ethics and public policy; the Gary Dickinson Endowed Lecture on Business Enterprise, and the Service Learning/Women's Studies Lectures.

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

Student Information

introductions before the community moves into the worship experience.

Christian Student Ministries

Christian Student Ministries (CSM) 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 the high standard found in the college's mission statement – to be an institution loyal to the ideals of Christ.

Supervised by the Department of Student Ministries, CSM is student-directed, seeking to lead the Jewell community to be a place...

...where we seek God wholeheartedly;

...where we worship and pray together;

...where we study the Word of God intelligently and faithfully;

...where we serve together our campus and community;

...where we find unity in Jesus Christ.

The mission of CSM is to give people the opportunity to know God; to provide an atmosphere for personal growth; to build authentic community; and to help students find their own mission at William Jewell and realize their purpose in life.

CSM Opportunities

Student Ministries on campus has six focus areas, each led by a CSM Ministry Team:

Worship, Prayer, Discipleship, Missions, Outreach, and Fellowship

The Worship Team seeks to provide students with opportunities to have worship experiences with God that will lead to deeper commitment and positive life change. They direct Worship Jam, one of several weekly opportunities for worship and devotion. Student praise bands, skits, fellowship, prayer, and great speakers characterize these evening gatherings.

The Prayer Team seeks to lead students in understanding the urgent need for and power of prayer. They oversee weekly prayer meetings and a campus-wide prayer chain.

The Discipleship Team seeks to provide students with opportunities to grow in their faith at every level. They recruit and train students to lead small group Bible studies and accountability groups all over campus. They also oversee special programs like the First-Year Ministry, which hosts group studies and activities designed specifically for new students.

The Missions Team seeks to provide students with opportunities to apply their faith in a variety of service and missions settings. Opportunities include Spring Break mission trips; monthly service projects to soup kitchens and local shelters; and summer mission projects all over the world.

The Outreach Team seeks to help students reach students through servant and relational ministry. They host campus Coffeehouses and other events, and train students to more effectively and naturally share their faith. They also oversee specific ministries for men, women, athletes, Greeks, and International students.

The Fellowship Team seeks to help students develop deeper relationships and encourage accountability. They plan retreats and a myriad of fun group-building activities, and also provide resources for small groups.

Other Teams and Ministries

All Christian groups and activities on campus exist and occur under the supervision and administration of the Office of the Chaplain and the Director of Student Ministries.

The Shepherd Ministry places students who act as peer ministers alongside Resident Assistants in each hall and house. They are mentors, Christ-like examples to their residents, providing encouragement and support, and opportunities for spiritual growth.

Student Information

CSM Drama and Traveling Ministry Teams give students opportunities to use their talents performing at chapel and Worship Jam, as well as at local churches and summer camps. Youth Ministry Teams also lead Discipleship Weekends and other events for local youth groups.

Fellowship of Christian Athletes provides small groups and support for teams and athletes. They also host campus-wide sporting events and activities.

Alpha Omega is a Christian women's organization focused on discipleship through weekly Bible studies and fellowship.

Sigma Epsilon Pi is an organization for students who are pursuing a future in some type of ministry (vocational or volunteer). This group is a part of the Church Ministries Practicum, a program designed to expose students to a variety of ministry settings and opportunities, teaching them practical ministry skills, connecting them with local ministers and ministries, and helping them to understand God's call for their lives.

CSM also hosts campus-wide events such as Focus Week in the fall, which brings national Christian speakers and worship leaders to campus.

Leadership Opportunities

The CSM Leadership Program is designed to help students grow in leadership skills and character. Through supervision, accountability, and training, CSM leaders learn to oversee ministry areas, work as a team, set goals and strategy for ministry, develop spiritual gifts, and see personal spiritual growth in their own lives.

Student Activities

Every student at William Jewell has a voice in government through Student Senate. This elected governing body operates in open session under a student-drafted constitution. While the final vote rests with representatives, all students have the right to express their opinions at every Senate meeting.

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

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

Student Organizations

Student organizations at William Jewell offer a broad spectrum of activities to meet the social and service needs of students. 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 student handbook. Students should read this handbook carefully to become familiar with those regulations that provide for a sound, workable college community.

Student Information

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, copy-editing, 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. William Jewell theatre 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 featuring 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 diverse genres of music, William Jewell and Liberty High School sports, William Jewell chapel service and the Second Baptist Church of Liberty worship service. Students interested in working at KWJC should call the station at extension (5429).

Art Gallery

The Ruth E. Stocksdales 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 dur-

Student Information

ing 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.

General Education

General Education

Milton Horne, Associate Dean for 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. Such reflective citizenship demands a broad base of learning skills, a depth of intellectual perspective, and ample opportunities to apply both the skills and the knowledge to meaningful and relevant questions that shape modern civilization.

William Jewell's general education program, entitled "The Responsible Self," seeks to package the instruction of that knowledge and those skills in an integrated core experience consisting of 38 credit hours. Roughly one-third of the total required credit hours for graduation, "The Responsible Self" aims to accomplish the following programmatic goals:

1. To provide a common experience of learning;
2. To 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. To 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. To 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.

The following programmatic objectives provide a guideline for assessing, through students' performances, the achievement of the above goals. 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 18 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 may then be taken simultaneously with the student's first Level II course.)

The following course descriptions comprise Levels I, II, and III of "The Responsible Self" general education curriculum for the academic year 2001-02. 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

General Education

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.

Writing Competency Test. Students who enrolled in the college prior to Fall 2000 and all students transferring credit for a college-level composition course must successfully pass the Writing Competency Test (WCT) before enrolling in general education courses beyond Level I. Students who do not pass the WCT must enroll in GEN 102 before taking the WCT again. These four credit hours will not apply toward graduation requirements (see Writing Program, p. 24).

GEN 120 (4 hrs.). "Advanced Writing." Advanced expository writing is for students with superior writing skills. The course stresses development of the student's voice as a writer through study of literary texts from several cultural or ideological perspectives and practice in various expository genres. Prerequisite: 30+ score on the ACT English composition test.

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, hypothesis testing, and experimental design. Students with an introduction to calculus in high school, a score of 24 or above in the MAT section of the ACT, and who are in the top 30% of their high school class should 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, a score of 24 or above in the MAT section of the ACT, and within the top 30% of high school class. Students who scored 23 or below in MAT on the ACT or were not in the top 30% of their high school class will be assigned a math lab. Students who have not had an introduction to calculus or a calculus class in high school should plan to take GEN 103.

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

General Education

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
Communication
English
French
Japanese Area Studies
Music
Organizational Communication
Oxbridge English Language & Literature
Oxbridge History of Ideas
Oxbridge Music
Philosophy
Spanish
Speech Education
Theatre
Theatre Education

Natural Sciences

Biochemistry
Biology
Chemistry
Computer Science
Medical Technology
Nursing
Oxbridge Science
Physics

Religion

Religion

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.

Foreign Language: (4 hrs.). Proficiency in a foreign language at the intermediate level is required for all Bachelor of Arts students. A student seeking a Bachelor of Science degree has the choice of completing one foreign language course at the intermediate level or higher, taking an approved cross-cultural course, or of taking a fourth Level II general education course. If the student has not previously taken a class from the Culture and Traditions category, the fourth Level II course must be from this area. Otherwise, the student may choose a fourth course from any category.

Placement for language study in Spanish, French and German is achieved through an interactive, on-line examination. Placement in Greek or Latin is achieved through a written test. Both placement exams are given at preregistration and/or new student orientation. All students must enroll at the level of language study indicated by the placement test.

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.

General Education

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 Douce 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 Harriman Arts Program Events. 4 cr. hrs.

This course is a study that puts the Harriman 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.

GEN 208. Women Writers of World Literature. 4 cr. hrs.

An introduction to women's literature (literature by women about women), specifically to the novel of the twentieth century, from various world perspectives. The history, geography and culture (including such topics as religion, social norms, economy, racial and ethnic concerns, and political events) of specific countries and regions of the world will add to a greater understanding of women's experience of these novels and their search

General Education

for identity, fulfillment, and self-expression. Brief discussion of theory concerning women's writing will add to the students' appreciation of the act of writing as a mode of self-expression and self-exploration as well as an act of communication.

GEN 209. Culture in Transition. 4 cr. hrs.
Culture in Transition will examine the European culture, including England, in a period of change, the thirteenth and fourteenth centuries. The course will involve the disciplines of visual art, literature, religion, as the art and literature of the culture reveal paradigm shifts away from the traditional religious order.

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

GEN 211. Seeing is Believing: The Iconography of Suffering and Compassion. 4 cr. hrs.
The course explores how the iconography of Buddhists and Christians portrays the relationship between suffering and compassion and what difference these visual representations make in the respective ethical traditions. The course draws upon the disciplinary approaches of Art History and Religious Studies in its examination of both written texts and visual art.

GEN 212. Literatures and Cultures of Africa. 4 cr. hrs.
Study of written and oral literatures of Africa, with attention to their cultural and historical contexts. Among the authors to be studied: Chinua Achebe (Nigeria), Nadine Gordimer (South Africa), Ngugi wa Thiong'o (Kenya). The course will also examine current trends in

popular literature and culture in Africa, with an emphasis on Ghana. When offered in Ghana as a summer study course, it will focus particularly on the work of one or two major Ghanaian writers, such as Ayi Kwei Armah or Ama Alta Aidoo.

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 religion of the biblical tradition, serves to guide people in the creation of meaning for understanding both the world they live in and its ethical structures. Using biblical texts and secondary readings from the discipline of sociology, students will explore specifically the secularizing effects of modernization on religion and ways that various religious traditions have responded to the problem of secularism.

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

General Education

the presentation of a position paper, students will apply biblical principles to the ethical dilemmas raised by this question of responding to tyranny.

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 Jennens' libretto to Handel's *Messiah*. Students will demonstrate their understanding of a variety of musical, theological, and biblical topics through written responses to aural exercises, oral presentations, and weekly writing assignments.

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).

GEN 233. Christian Hymnody:

A Window into the Bible,

Christian History & Theology.

4 cr. hrs.

Using the study of the Psalms and selected Old Testament and New Testament Canticles, the hymns of the early and medieval church, the hymns of the Lutheran Reformation, the psalmody of the Genevan, Scottish and English Reformation movements and the development of English and American hymnody, the course explores the importance of congregational song in biblical understanding, Christian history, and Christian theology. Students who are interested in church music will benefit most from the course. A background in music is not necessary.

GEN 234. Religion and Nature.

4 cr. hrs.

This course will examine biblical texts and Native American religious traditions in order

to determine what they might offer to a discussion of nature and environmental issues. The course will consider divergent interpretations of biblical texts relating to the natural world and creation and divergent interpretations of the traditional relationship of Native Americans toward nature. The course will finally consider what these traditions offer in terms of developing a religiously based ethical approach to environmental issues.

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. This course will meet teaching certification requirement for a biological laboratory science.

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. This course will meet the teaching certification requirement for a physical laboratory science.

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. This

General Education

course will meet teaching certification requirement for a biological laboratory science.

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. This course will meet the teaching certification requirement for a physical laboratory science.

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. This course will meet teaching certification requirement for a biological laboratory science.

GEN 255. Sports Science: Physics

Applications and Ethical Issues. 4 cr. hrs.

This course investigates various sports-related activities in terms of the physical principles that govern them and analyzes athletic performance from the viewpoint of a physical scientist. In addition, the role that technology plays in the improvement of athletic performance is addressed along with ethical questions related to how athletes attempt to enhance athletic performance. This course will meet the teaching certification requirement for a physical laboratory science.

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 funda-

General Education

mentalism 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.

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 into 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 amend-

ment of the constitution. We will pay attention to such topics as the electoral college, federalism, the Bill of Rights, and term limits. The course incorporates historical institutional, and ethical approaches to the study of American constitutionalism. This course will meet the teaching certification requirement for U.S. history and government.

GEN 283. Synopsis of United States History and Government. 4 cr. hrs.

This course is a panoramic overview of United States history and government from the era of the American Revolution and the Articles of Confederation to contemporary debates over major constitutional issues. The content and methods of this course draw from the disciplines of history, political economy/science and philosophy. This course will meet the teaching certification requirement for U.S. history and government.

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, team-taught and tied closely to issues of public concern, one aspect of which invites scientific application. Prerequisite in all Level III courses: completion of Levels I and II of general education curriculum.

GEN 401. Birth by Any Means? 4 cr. hrs.

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

GEN 402. Capitalism, Socialism and Democracy. 4 cr. hrs.

This course examines the challenges, the dilemmas, and the fundamental issues at stake in creating democratic systems and mar-

General Education

ket economies with specific reference to post-communist transition in Russia.

GEN 403. Plague, Piety &

Public Policy.

4 cr. hrs.

This course will examine social and ethical responses to pandemic diseases, specifically the bubonic plague of the 14th century, and AIDS. After exploring biological, ethical and social aspects of plague, students will offer recommendations and debate the appropriate policy response to AIDS.

GEN 404. State & Society.

4 cr. hrs.

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

GEN 405. Endangered Species. 4 cr. hours.

Students will learn about environmental public policy using endangered species as a main theme to guide their investigation. The challenges of preserving the environment and economic interests such as property rights will be a primary focus. Contemporary controversies will make up much of the texture of the course. Students will research policy options and employ interdisciplinary sources from the sciences, ethics, religion, and public policy literature.

GENERAL EDUCATION POLICIES

Language. Students pursuing the B.A. degree must complete one foreign language course at the intermediate level or higher. *New Students* who have studied two years or more of a language in high school, and who wish to continue study in that language, must take a placement test before enrolling in a language course at Jewell. They must enroll at the level determined by the place-

ment test. Normal placement is in 211 (or 215 for Greek, 213 for Latin), which completes the requirement. Students who have had more high school language and do well on the placement test may be placed in a level higher than the intermediate level. Those who do poorly are placed in 114 (a review of two semesters in one). They must subsequently take 211 (or 215 for Greek, 213 for Latin) to fulfill the requirement. If a new student has had less than two years in high school, 111 is indicated with no need to take the placement test. *Transfer students* with an equivalent intermediate level course on their college transcript have nothing further to do. If they have lower-level courses on their transcript, they may be placed in the next higher course with no need to take the placement test. *Any student* has the option of electing beginning the study of a new language. In such cases, it takes three courses to satisfy the requirement.

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 first-year students seek to begin Level II courses in their second semester of the first year, the following stipulation applies: those students must have completed or be completing simultaneously all Level I courses.

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

The Academic Program

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 155, 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 requirements, 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. A student seeking a Bachelor of Science degree has the choice of completing one foreign language course at the intermediate level or higher, of taking a fourth Level II course, or of taking 4 credit hours from the list of courses below. If the student has not previously taken a class from the *Culture and Traditions* category, and chooses to take a fourth Level II course as a language substitution, that course must be from the *Culture and Traditions* category. Otherwise, the student may choose a fourth course from any category of the Level II GEN ED curriculum.

HIS 224 (2 hrs.). Modern China; &
HIS 226 (2 hrs.). Modern Japan

ENG 390 (4hrs.). 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

Graduation Requirements

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.

Degrees

Jewell offers two degrees: the Bachelor of Arts (B.A.) and the Bachelor of Science (B.S.). The maximum credit toward the bachelor of arts degree that a student may apply in one subject-matter field is 40 hours. (A student must have 84 hours outside the one subject-matter field.) As an example, a student may apply a maximum of 40 hours of biology courses toward the B.A. degree.

The maximum amount of credit toward the bachelor of science degree that a student may apply in one subject-matter field is 60 hours. (A student must have 64 hours outside the one subject-matter field.) As an example, a student may apply a maximum of 60 hours of music courses toward the B.S. degree.

Degrees are awarded to students who have satisfied the entrance requirements, completed a minimum of 124 semester hours of col-

The Academic Program

lege 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.

A student may earn a second (different) baccalaureate degree with the completion of at least 30 additional hours, all general education requirements, and a second major that is a part of the second degree program.

Majors

Consult each major for those specific requirements. A major of not fewer than 24 hours is required for graduation, with no course grade lower than a C. 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.

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 major from the several hundred courses offered by the college. Instructions and forms for preparing a self-designed major are available through the office of the Provost. Proposals for these self-designed majors will not be accepted or approved later than the third week of the fall semester of the senior year (*i.e.*, two semesters before graduation). These majors will be noted on the transcript as "self-designed."

Conventional majors include accounting, art, biochemistry, biology, business administration, chemistry, communication, computer science, economics, elementary education, secondary education (second major only), 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, Spanish and theatre.

General Education

Following are general education requirements for graduation:

Level I:

GEN 100 The Responsible Self

GEN 101 Oral Communication

GEN 102 Written Communication or GEN 120 Advanced Writing or OXA 150 Writing for Oxbridge (Oxbridge students only)

GEN 103 Math Model Building or GEN 104 Statistics and Applied Calculus

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

Level II:

Students must complete one course from three of the four categories at Level II. A student is exempt from the category that most closely corresponds to the primary major at the time of graduation. See the General Education section for a list of majors and categories.

Foreign Language

B.A. degree – Proficiency in a foreign language at the intermediate level (211/213) is required.

B.S. degree – Students seeking the B.S. degree have a choice of fulfilling the requirement by one of the following:

1. Proficiency in a foreign language at the intermediate level (211/213) or

The Academic Program

2. Taking a fourth Level II course or
3. Taking four credit hours from the list of cross-cultural courses on page 23.

If the student has not previously taken a class from the Culture and Traditions category, the fourth Level II course must be from this area.

Level III:

Students must complete one capstone course.

Electives

Students are encouraged to pursue areas of interest other than the major and general education. Elective courses provide such opportunities and will contribute to the total hours required for graduation.

Other Graduation Requirements

1. Each student will complete the requirements for graduation in the catalog in effect on the date of college entrance. If a subsequent decision is made to follow a later catalog, through a bona-fide change in major or for other causes, the requirements in effect at that time must be met. The maximum amount of time allowed for completion of degree requirements following a particular catalog sequence is seven years. A student who returns after an absence, and who has not graduated, may expect to be required to change to the requirements set forth in later announcements. The Provost 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.
2. 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.)
3. Any senior student who has completed all requirements for graduation except eight semester hours of elective credit or

fewer may, with permission of the Provost, 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.

4. Students who complete 124 hours or more with a grade point average below C, with permission of the Provost, may attempt an additional semester of work to meet the requirements for graduation.
5. 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 Provost.
6. No more than four hours in courses numbered below 100 may be applied toward the 124 hours required for graduation.
7. No more than four hours in physical education activities (including wellness courses) may be applied toward the 124 hours required for graduation.
8. Non-music majors may use up to eight hours ensemble credit as elective hours toward graduation.

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

The Academic Program

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 is committed to developing student communication abilities throughout all academic experiences. Through written communication in particular the faculty tracks and assesses, not only the student's achievement of higher levels of writing proficiency, but other goals of the college's several curricula as well.

The general education curriculum, "The Responsible Self," begins instruction and assessment of writing in three of the four Level I courses (GEN 100, 101, 102) typically taken in the first year. Since all general education courses at Levels II and III are writing intensive experiences, students must successfully pass GEN 100, 101 and 102 before proceeding on to Level II courses. Entering students may seek advanced writing placement in GEN 120 (Advanced Written Communication) by scoring well on either a placement exam taken in the summer preceding the fall term, or by achieving a high enough score (30+) on the ACT English test. Students who score a 4 or higher on the AP English composition test, and supply appropriate documentation with the registrar's office, may count the AP course the equivalent of GEN 102. Students who are challenged in writing may find additional assistance at all levels of the curriculum through placement in GEN 95 (The Writing Lab).

All students who are seeking credit for a writing composition course taken at another college, or credit for AP English, must pass WJC's Writing Competency Test (WCT). This

test must be taken in the first semester at WJC. Students who do not pass the WCT must enroll in and successfully complete GEN 102 before continuing in other general education courses. These four credit hours will not apply toward graduation requirements. The WCT is offered regularly each semester.

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 various assessment experiences throughout their careers at William Jewell. At the very least, all students participating in WJC's general education program will be assessed through writing portfolios. One written paper from each general education class will be stored in a portfolio in the office of the Associate Dean for General Education. As the faculty increasingly moves toward electronic portfolios, students will be required to submit those portfolio papers electronically.

Academic Honesty

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

Academic misconduct includes, but is not confined to, plagiarizing; cheating on tests or examinations; turning in counterfeit reports, tests and papers; stealing of tests or other academic material; knowingly falsifying academic records or documents; and turning in the same work to more than one class without informing the instructors involved.

The Academic Program

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 Provost 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 = withdrew;

WD = left the college.

Please note: Effective Fall 2002, the college grading system and grade-point values will be as follows: A+ / A = 4.0; A- = 3.7; B+ = 3.3; B = 3.0; B- = 2.7; C+ = 2.3; C = 2.0; C- = 1.7; D+ = 1.3; D = 1.0; D- = 0.7; F = 0.0;

Grades earned before Fall 2002 will not be recalculated.

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 Provost, 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

The Academic Program

instructor and student and approval of the Provost, will result in a grade of F.

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 Provost or the chairman of the Honors Council.

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.

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 Provost 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

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

The Academic Program

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.

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 Counseling and Testing. A minimum score of 4 is required.

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 pro-

gram, to be allocated at the individual department's prerogative.

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 and real estate 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 Provost 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.

Credit Earned at other Institutions

Students desiring to take work at other institutions should coordinate plans in advance with their advisor. Written approval from the Provost, secured in advance, is necessary to assure acceptance of 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, except with permission from the Provost. In these exceptional cases the number of hours required for graduation will be increased.

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 Provost'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 Provost. Generally, sections with fewer than six registrants will not be maintained.

Audit

On a space-available basis a student may register during the regular registration period to audit (i.e., sit in on a course without credit) a course. If the student is enrolled full-time and, including the audited course, stays within the 12-17 hour range, no additional charge is assessed for the audit. If the student is enrolled in fewer than 12 or more than 17 hours, there is a charge of \$185 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.

The Academic Program

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. Consult the schedule of classes for specific deadlines for both full semester and seven-week courses.

Withdrawal from the College

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

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

Pass-Fail Option

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

1. No more than 20 pass-fail hours;
2. No course in the major area or concentration;
3. No course specifically required for graduation;
4. No course being taken to meet the requirement of a block or group;
5. No course being repeated;
6. No course required for teacher certification or pre-professional preparation;
7. No course required for the Pryor Leadership Studies 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.

Pryor Leadership Program

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

Students are selected each year through a competitive application and interview process to participate in the Pryor Leadership 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

The Academic Program

Forum series that provides for genuine interchanges among student, faculty, and community leaders; (4) a Vocational Internship where the students experience first-hand 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.

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 Director of Service Learning.

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 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 pre-

pare 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 Foundation.

From ten to 20 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 (two majors, one in molecular biology, the other in ecology and systematics).

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 informa-

The Academic Program

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

Overseas Study

Each student at William Jewell College is encouraged to pursue a foreign study experience. Programs throughout the world enable 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 completed level one of the general education program before departure and must be a sophomore, junior, senior, 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 Office of Financial Aid.

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.

Oxford Overseas Study Course. The Oxford Overseas Study Course is a study abroad program under the direction of Prof. Francis Warner, formerly Dean of Degrees of St. Peter's College, Oxford University, for stu-

The Academic Program

dents 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 34 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 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 Area Studies.

See Japanese Area Studies under Courses of Study.

The Academic Program

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 University of Melbourne 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 (Institute for the International Education of Students). 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.

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. Internships are also 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 Catholique, and some other Parisian institutions. Subjects include 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

The Academic Program

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 für 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.

IRELAND

Dublin. Semester or full-year options with IES courses in four concentrations: Economics/Business, History, Irish Literature and the Social Fabric. Full year and second semester students with a cumulative GPA of at least 3.5 may enroll at the University of Dublin Trinity College in a full-year European Union Honors Program in Economics, Business Studies, Sociology, Political Science, Physics, Biology, Chemistry, Mathematics and Environmental Science.

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 juniors and seniors for the full year or for either semester. Sophomores may be admitted in exceptional cases.

LATIN AMERICA

La Plata Argentina. Semester or full-year options, with all courses taught in Spanish. IES courses include Archaeology / Anthropology, Economics, Environmental Studies, History, Literature, Political Science/International Relations and Sociology. Course enrollment options are available for qualified students at the Universidad Nacional de La Plata.

University of Guadalajara, Mexico. Intensive Spanish language courses and, for qualified students, courses taught in Spanish on Latin American history or 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 either semester.

SPAIN

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

The Academic Program

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.

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 one-quarter million volumes. More than 10,000 items are added annually. The Library is an active member of local, regional, and national computer-based library networks. 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 MOBIUS, a statewide shared computerized library system that includes fifty private, public, two-year and four-year institutions. When completely implemented, more than 14 million volumes will be accessible to our patrons through a daily courier service.

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

Local CD-ROM indexes provide specialized government sources. Most indexes are available over the Internet, including Gale's *Expanded Academic Index and Business and Company Resource Center*, EBSCOhost, Lexis-Nexis Universe, FirstSearch, and databases covering nursing, newspapers, literature, public affairs, statistics, history, music, art, biology, psychology, poetry, philosophy, biological sources, and books in print.

Curry Library houses several special collections: a partial depository for federal and state government documents, poetry, children's literature, limited and first editions, and religion, and the archives of the college. The most notable is the private library of Rev. 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. The LRC houses the college's non-print materials--DVDs, CDs, multimedia, and videotapes--plus a collection of scores and supplemental print materials. The LRC is equipped with a satellite downlink and houses a videoconference center.

Preparation for Special Careers

Believing that a liberally educated person is also an individual of high competence, the

The Academic Program

college prepares students for responsible professional roles in society. Some patterns of professional and preprofessional studies are outlined below.

Arts and Sciences. William Jewell College is accredited by The Higher Learning Commission and is a member of the North Central Association, 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.

Dentistry. Admission into a college of dentistry requires at least two full years of work in an accredited liberal arts college, comprising not less than 60 semester hours. Students should consult the catalog of the school they

plan to enter. Required courses usually include two semesters of each of the following: biology, English, inorganic chemistry, organic chemistry and physics.

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

Education. William Jewell College has long served the communities of America by educating teachers for public and private schools. The department of education provides certification 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 graduates of teacher education are leaders among their peers or school administrators.

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).

The Academic Program

Students who expect to receive a B.A. degree before entering an engineering school should major in chemistry, mathematics, or physics, depending upon the type of engineering school in which they plan to complete their studies. Since the semester-hour load is unusually heavy, students are advised to plan their work very closely with the official advisor for this specialized program.

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

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 the faculty.

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
General Ed. 104	4
General Ed. 100	4
General Ed. 101	4

16

The Academic Program

SPRING SEMESTER

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

HRS.

1
4
4
4
2
1

16

Sophomore

FALL SEMESTER

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

HRS.

4
5
4
4

17

SPRING SEMESTER

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

HRS.

4
5
4
4

17

Junior

FALL SEMESTER

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

HRS.

4
4
4
4
1

17

SPRING SEMESTER

Chemistry 306 or 404
Chemistry 404, 406, or 450
Mathematics 202
General Ed. Capstone
Elective

HRS.

4
1
4
4
4

17

Forestry and Environmental Management.
William Jewell College, in cooperation with

the School of Environment at 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 First-year English, 4 semester hours; literature, 6 semester hours, including 4 semester hours of English 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.

Law. Almost every accredited law school recommends that students intending to enter a high-quality graduate program in law 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) the ability to think analytically and critically. Courses in philosophy, logic, political science, English, history, economics and debate 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 the 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

The Academic Program

student in this program may emphasize either biology or chemistry.

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

Biology—

Required: 134, 233, 234, 250, 321, 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: 233, 250, 321, 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 pre-medical 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 pre-medical advisory committee.

The general course requirements are as follows: chemistry, 16 to 20 semester hours; biology, 8 to 16 semester hours; physics, 8 semester hours; English, 6 to 10 semester hours; math, 4-8 semester hours. The remaining courses should be selected from the Humanities or Social Sciences: economics, English literature, history, philosophy, psychology, sociology. Some schools require a reading knowledge of French or German. Students should consult catalogs for medical schools that they expect to attend.

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

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

I. The function of pre-seminary studies

The Academic Program

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

The Academic Program

three years plus two years program in occupational therapy offered in conjunction with Washington University. Acceptance into the master's program in occupational therapy is solely at the discretion of Washington University. If accepted into the program completion of the following courses at Jewell leads to a 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 from Washington University.) 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 or 104	4 cr. hrs.
P.E. Activities	2 cr. hrs.
Language: Proficiency in a foreign language at the intermediate level	4-12 cr. hrs.
GEN, Level II	12 cr. hrs.
GEN Capstone	4 cr. hrs.
*PSY 211, 303 & 306A&B and a course in Adult Development	14 cr. hrs.
*MAT 203	2 cr. hrs.
*BIO 134	4 cr. hrs.
*BIO 250	4 cr. hrs.
*CHE 113	5 cr. hrs.
*Biology (upper division, 200 level or above) BIO 250 is suggested	4 cr. hrs.
Electives	15-23 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.

Total hours completed

128 cr. hrs.

*Prerequisite courses: grade of B- required.

A cumulative grade point average of 3.0 is the minimum required to be considered 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 3-2 advisor in the psychology department.

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. The physical therapy 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.

Departmental Majors

Departmental Majors

Conventional majors include accounting, art, biochemistry, biology, 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, Spanish and theatre.

Please note: The faculty recently approved the creation of academic minors. Departments will be working on creating minors during the 2001-02 academic year and thereafter. Requirements for minors will be included in the next catalog for 2002-03.

Course Prefixes

Following are departmental course prefixes used in schedules of classes, grade reports, and transcripts.

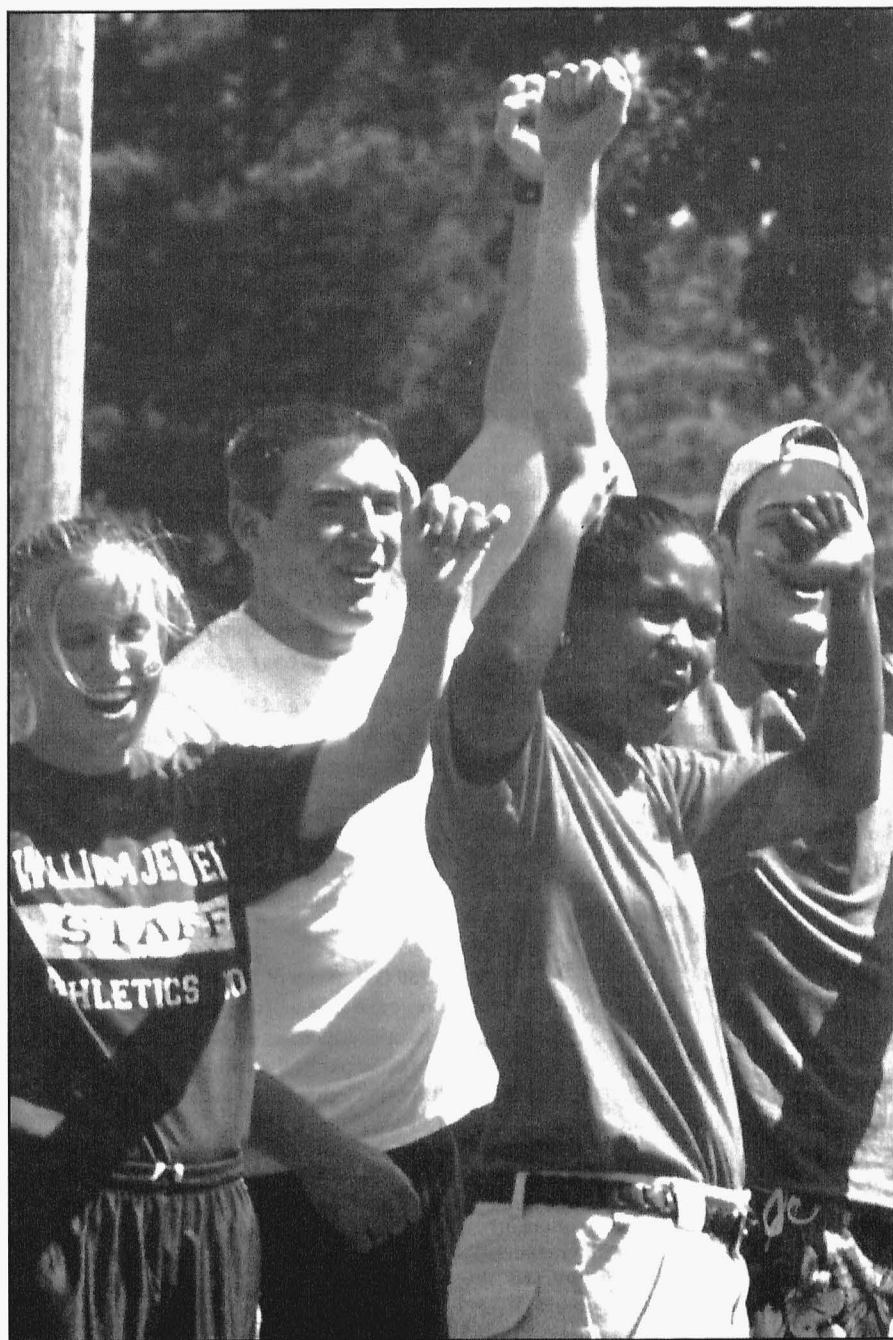
ACC	Accounting
ART	Art
BIO	Biology
BUS	Business Administration
CHE	Chemistry
COL	College-Wide
COM	Communication
CRV	Christian-Related Vocations
CST	Computer Studies
ECO	Economics
EDU	Education
ENG	English
FRE	French
GEN	General Education
GEO	Geography
GLY	Geology
GER	German
GRK	Greek
HIS	History
IDS	Independent Study
JPN	Japanese
LAT	Latin
LSP	Leadership Studies

MAT	Mathematics
MUS	Music
NUR	Nursing
OXA	Oxbridge
OXC	Oxbridge Ecology and Systematics
OXE	Oxbridge English Language and Literature
OXH	Oxbridge History
OXI	Oxbridge Institutions and Policy
OXM	Oxbridge Music
OXQ	Oxbridge History of Ideas
OXR	Oxbridge Religious Studies
OXS	Oxbridge Science
PED	Physical Education
PHI	Philosophy
PHY	Physics
POL	Political Science
PSY	Psychology
REL	Religion
SVL	Service Learning
SPA	Spanish

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 preregistration each semester.

With the written approval of the instructor, the department chairman, and the Provost 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

Art Department and Stocksdale Gallery

Professor N. Nore, chair.

Assistant Professor, R. Quinn.

Required Courses: Bachelor of Arts degree

*** = required**

Major: 36 hours (with grades of C or better) and normally includes *Art 125, 225, 325, 250, 251, 353, 203, 303, 312 and 2 credit hours of 450. A maximum of 40 hours of art courses will apply towards degree requirements. Students seeking K-12 certification will also be required to take a course in fibers (2 hours) and ceramics (2 hours). Transfer students must complete at least 12 art courses at Jewell before graduating. Any major who is double majoring with art must also complete the requirements for the bachelor of arts degree.

The goal of this department is to give each student fundamental competence in the variety of media explored during the course of the major. We encourage the development of our students' intuition, creativity and emotional maturity in tandem with their analytical and physical problem solving skills. Students will also have ample opportunities learning the business side of art.

They will learn all aspects of gallery preparation from mailings and news releases to taking the shows down. We have 4 major exhibitions each year, one student show, 1 or 2 senior exhibitions and a faculty exhibition every other year in our premier space, the Stocksdale Gallery. They will participate in annual end of semester sales ("Dire, Fire and Wire"), as well as other off site venues.

Graduates of this art department have gone on to careers in graphic design and web media, illustration, historic preservation, art history, cartooning, video and film making, pottery, theater design, sculpture, fine arts painting, framing, gallery work, and K-12

teaching. We are located only 15 minutes from downtown Kansas City and have ready access to the mid-town and west-bottoms galleries, the Nelson-Atkins Museum of Art and the Kemper Museum of Contemporary Art.

Students will be required to submit 2 works of art to the Art Department, both to be mutually agreed upon by the student and the art department. One is a print from Art 312, and the other is a piece from Art 450b, the senior exhibition.

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.
Fundamental explorations into the elements of art in a variety of graphic media. Fall semester.

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

240(W). Artforms: Understanding and Enjoying the Visual Arts. 4 cr. hrs.
An introductory art appreciation course designed to promote understanding and enjoyment of the visual arts.

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

***251 (W). Western Art History II.** 4 cr. hrs.
Survey of Visual art and architecture beginning with the Early Renaissance to Baroque, Rococo to Neoclassicism, Romanticism to Realism, Impressionism to Post Impressionism.

ART 250 recommended but not required.
Spring semester.

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.

***Art 353e/f. Modern and Contemporary Art.**

3 cr. hrs.
This is a survey of art, artist's writings and aesthetics beginning in the 1890's to the present. It centers around not only the object, but its historical settings, aesthetics and artist's/critics' writings.

***303. Sculptural Design.** 4 cr. hrs.
Three-dimensional and sculptural design. Prerequisites: ART 125, 203. Spring semester.

***312. Printmaking.** 4 cr. hrs.
Basic techniques and experiments in monotypes and relief printing, intaglio and drypoint, and serigraphy. Prerequisites: 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 in each subject.

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.

149f. Independent Study (Art Strands).

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

149i. Illustration.

149k. Airbrush.

149l. Figure Drawing.

149m. Computer Graphics.

Training in major design computer software programs ranging from Adobe Photoshop and Illustrator to Quark, use of scanner and other digital devices in order to create graphic images.

149n. Graphic Design.

***450. Senior Portfolio. Capstone course for art majors.** 2 cr. Hrs.

The "business" of art; career explorations; all aspects of gallery work; resume writing; preparation of visual works for gallery exhibition, documentation via print, slides and digital (for web) to create portfolio, and concludes with senior exhibition. Weekly class/consultation with seminar instructor and/or Gallery Director.

450a. Senior Portfolio. 1 cr. hr. (usually Fall)

450b. Senior Exhibit. 1 cr. hr. (usually Spring)

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	1
CHE 206 Analytical Chemistry	4
CHE 301 Organic Chemistry I	4
CHE 302 Organic Chemistry II	4
CHE 401 Physical Chemistry I	4
CHE/BIO 450 Biochemistry	4
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 310, 315, 410, 415 Chemical Research	3

Total Hours: 40

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

Professor J. Dilts, Dr. B. Landers Chair of Biology; Professor N. T. Pollard; Associate Professor D. Heruth; Assistant Professors T. Allen, P. Klawinski, and C. Scholes.

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, conservation, and industry either through immediate entry into the career or further study at the graduate level.

The department also offers opportunities for study outside the traditional major (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 applied professions relating to the environment, William Jewell offers a three-two program with Duke University leading to a master of forestry degree or a master of environmental management degree.

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 check sheets 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 444
 - B. Zoology: BIO 250, 312, or 352
 - C. Cell and Molecular: BIO 321, 351, 450, or 452
 - D. Field: BIO 309, 357, 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, and complete a thesis to graduate with a major in biology.

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

Biology

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 principles of ecology are studied from the individual to ecosystem level. The principles of evolution are examined, including macro and microevolutionary processes. 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. 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.

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.

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.

309. Conservation Biology. 4 cr. hrs.

Conservation Biology applies ecological principles to practical issues in the conservation of nature and natural resources. Topics of special interest in conservation biology are species diversity, demography, disturbance, habitat fragmentation, genetics, reserve design, economics, politics, and the role of humans in disturbed ecosystems. Practical application of ecological theory will be stressed in both the lecture portions of the course as well as in the lab where students will examine habitat fragmentation, resource utilization, species diversity, etc., in the expanding urban landscape of the greater Kansas City metropolitan area. Prerequisites: BIO 133. Fall 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 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. Spring semester; alternates with BIO 357.

321. Microbiology. 4 cr. hrs.

Study of the structure, physiology, genetics, taxonomy and ecology of bacteria and viruses, including study of the immune response to those agents. Prerequisites: BIO 134 or

equivalent; CHE 113 or 122 or currently enrolled in CHE 122. Fall semester. The course includes two lab periods per week.

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.

357. Animal Behavior. 4 cr. hrs.

This course will consider the underlying principles that determine how an animal behaves. Animal behavior will be considered from a variety of perspectives, including: genetic, physiological, evolutionary, and ecological. Prerequisites: BIO 133, BIO 134. Spring semester; next offered 2003.

444. Plant Ecology and Conservation. 4 cr. hrs.

This course will examine the biology, ecology, and conservation of plants. Topics to be considered include, among others: the ecology of small populations, the genetics of conservation, and invasion by non-native plants. Prerequisites: BIO 133, BIO 134. Spring semester in even numbered years.

Biology

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. 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 ecological principles as well as independent data collection and statistical analysis. The course includes four lectures and one field trip/lab per week. Saturday field trips or trips covering several days may occur. Prerequisites: BIO 133. 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 (0.5-3 cr. hrs.), the first course in the Senior Thesis, is generally taken the fall of the junior year and will involve mainly library research. BIO 461 (0.5-3 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.

Business Adm. & Economics

Business Administration and Economics

Associate Professor and chair: G. Whittaker; Professors: Boatwright Professor of Economics and vice chair M. Cook, J. Hawkins; Assistant Professors: D. Scarfino, S. Shaw.

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.

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.

The department offers degrees in five major areas: Accounting, Business Administration, Computer Studies, Economics, and International Business and Language. The bachelor of arts degree is offered in Business Administration, Computer Science, Economics, and International Business and Language. The bachelor of science degree is offered in Accounting, Business Administration and Information Systems. (Please see the Computer Studies section of

this catalog for descriptions of the Computer Science and Information Systems programs).

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

The Business Fellowship Program

The Business Fellowship Program honors students who have demonstrated remarkable scholastic achievement, who have significant involvement and leadership in extra-curricular activities at school or in the community, and who have aspirations of working in a business-related environment. The minimum academic qualifications include a 27 ACT score or a top 10 percent class rank. The Program is designed to provide Business Fellows with opportunities that complement our curriculum and to further help students develop important business competencies, relationships and contacts through a variety of special scholastic and experiential learning opportunities.

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 155 or GEN 104.

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 freshman year.

Business Adm. & Economics

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

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.

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 costing, activity-based costing, budgeting, standard costing and variance analysis, cost allocation, pricing, and strategic analysis. Only managerial cost accounting courses of four or more hours may substitute for ACC 341. Prerequisite: ACC 211 with grade of C or better.

342. Cost Accounting II. 2 cr. hrs.

Continuation of 341 with study including management decision models, capital budgeting, inventory control, process costing, transfer pricing, and performance evaluation. Additional analysis of production control is studied. Prerequisites: ACC 341 with a grade of C or better. Spring semester.

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.

Business Adm. & Economics

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. max. 6 cr. hrs.
Enrollment with consent of department through regular registration procedures. Internships are evaluated only on pass/fail basis.

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 for the B.A. in Business Administration: 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 155 or GEN 104 are required. Students must receive a grade of C or higher in each of these required courses. Students who elect the B.A. in Business Administration as a second major will follow the general education requirements of their first major.

Bachelor of Science Degree

Students electing the B.S. in Business Administration will choose a specialization in one of the following areas: Banking & Finance, Management Leadership, or Marketing.

Core Courses: The following are core courses required for all specializations: ACC 211, 341; BUS 201, 231, 302, 305, 315, 318, 406; CST 265; ECO 201, 202; MAT 155 or GEN 104.

Specialization in Banking & Finance: In addition to the core courses listed above, the following courses are required for the specialization in Banking & Finance: ACC 311; BUS 316, 326; ECO 307, 402.

Specialization in Management Leadership: In addition to the core courses listed above, the following courses are required for the specialization in Management Leadership: BUS 232, 301, 401, 407; ECO 308.

Specialization in Marketing: In addition to the core courses listed above, the following courses are required for the specialization in Marketing: BUS 260-e, 261-e, 430; ECO 308 and either COM 218 and 300 or ENG 220.

All students planning to receive a B.S. or a B.A. in Business Administration will be required 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 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: Organization and Management 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

Business Adm. & Economics

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: sophomore standing. Fall semester.

232. Business Law II. 3 cr. hrs.

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

260. Consumer Behavior 3 cr. hrs.

Behavior science concepts including: motivation, perception, learning personality, attitude, culture, social class, reference groups, and communication. Application of behavioral concepts to marketing management and research problems including diffusion of innovation, brand loyalty, attitude change, and consumer decision models. This course is offered in the evening division.

261. Sales Management. 3 cr. hrs.

The planning, direction and control of selling activities, including the recruiting, selection, training, supervision, and compensation of the sales force, establishment of goals and measuring performance, coordinating sales activities with advertising and special forms of promotion and other departments of business, and providing aids for distributors. This course is offered in the evening division.

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.

302. Organizational Behavior. 3 cr. hrs.

Organizational behavior is the systematic study of the actions and attitudes that people exhibit within work-related organizations. The purpose of the study of organizational behavior is to enhance individual and organizational performance. This course examines the theories and skills necessary to understand and manage human behavior in business organizations, concentrating on: motivation, job attitudes, communication, leadership, groups, teams, organizational culture and organizational development. 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 of 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.

Business Adm. & Economics

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 155 or GEN 104. (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 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.

407. 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.

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.

INDIVIDUAL PROJECTS IN BUSINESS ADMINISTRATION

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

Business Adm. & Economics

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 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, MTH 145 or Gen 104, BUS 318. It is strongly recommended that students take BUS 318 before ECO 308. Students may not receive credit for both ECO 306 and ECO 308.

Business Adm. & Economics

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. Internships are evaluated only on a pass/fail basis.

INTERNATIONAL BUSINESS AND LANGUAGE

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

Chemistry

Chemistry

*Associate Professor A. Dema, chairwoman;
Professors M. Dixon, E. 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 310 Chemical Research

CHE 401 Physical Chemistry I

Junior spring

CHE 315 Chemical Research

CHE 406 Instrumental Chemistry

Senior fall

CHE 405A Senior Seminar:

Career Explorations

CHE 410 Chemical Research

Senior spring

CHE 404 Advanced Inorganic Chemistry
CHE 405B Senior Seminar
CHE 411 Chemical Thermodynamics
CHE 415 Chemical Research

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
CHE 310 Chemical Research

Junior spring

CHE 302 Organic Chemistry II
CHE 315 Chemical Research
CHE 406 Instrumental Chemistry

Senior fall

CHE 401 Physical Chemistry I
CHE 405A Senior Seminar:
Career Explorations
CHE 410 Chemical Research

Senior spring

CHE 404 Advanced Inorganic Chemistry
CHE 405B Senior Seminar
CHE 415 Chemical Research

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 check sheets 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 from general chemistry include scientific measurement, chemical nomenclature, atomic structure, chemical energy, stoichiometry, chemical bonding, solutions, acids and bases, and buffers. Special attention will be given to structures and reactions of organic compounds, 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 1 cr. hr.

In this course, students are introduced to the

Chemistry

use of the chemical literature, to career opportunities, and to techniques of scientific writing. The class is designed to expose students to the various resources used by chemists to research a topic. Besides learning how to access the chemical literature, students will attend seminars by guest speakers and visiting places where chemists work. The course culminates in a final paper written on a topic of the student's choosing. The student makes an oral presentation of this paper to the class. 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 applications of analytical methods to real-world problems. One laboratory period per week is scheduled. Laboratory exercises emphasize both development of technique and comparison of analytical methods. Prerequisite: CHE 122. Co-requisite for chemistry/biochemistry 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 car-

boxylic 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 com-

plement 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 A & B 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 research and delivering a technical seminar.

Prerequisites: Admission to the major and senior standing in the chemistry major or permission of the instructor. The first half of this course (Section A) is taken in the fall semester for 0.5 credit hours and the second half is taken during the spring semester for the remaining 0.5 credit hours.

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 recommended. Spring semester in odd-numbered years.

411. Chemical Thermodynamics. 2 cr. hrs.

This course continues the study of thermodynamics which was begun in CHE 401. Systems of single substances and of mixtures will be considered. Both classical (experimental) and statistical (theoretical) approaches to the subject will be employed. This course duplicates two-credit-hours' worth of material from CHE 402. Prerequisites: CHE 401 and admission to the major. Spring semester.

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, 215. Introduction to Chemical Research 1-3 cr. hrs. each.

This is a course which allows a serious student in chemistry or biochemistry to undertake an individual project in literature and/or laboratory research. Prior to enrollment, the student must select a topic and secure approval of the faculty member who will supervise the work on the project as well as the approval of the chairman. The student will be expected to spend a minimum of 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 or biochemistry. It may not be used as a vehicle for repeating work from another course in

Chemistry

chemistry, and the grade from this course may not be used to replace the grade from another course in the calculation of the student's GPA.

The progression of the course numbers from 210 to 215 corresponds to the increased expectations for independence of the student and the originality in the work.

310, 315, 410, 415.

Chemical Research 1-3 cr. hrs. ea.

A three-credit (minimum) laboratory or library research project is required for the biochemistry major and is strongly encouraged for the chemistry major. CHE 310, the first course in Chemical Research, is generally taken in the fall of the junior year but may be taken in the spring of the junior year if this is the first semester of research. CHE 415 is generally taken the last semester of the senior year and is the last research course required for the biochemistry major. For students who take this course as part of their required undergraduate research project, this course will culminate in a presentation, both oral and written, of the results of the research project. CHE 315 and 410 involve continued lab and/or library research that was begun in CHE 310. Prior to enrollment to all of these courses, the student must select a topic and secure 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 a minimum of 60 hours in research for each hour of credit. Prerequisites: Admission to the major.

This independent study course(s) should be employed as a supplement to and not a replacement for regular courses in chemistry or biochemistry. 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 the student's GPA.

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.**

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, resume preparation, interviewing, and issues pertaining to success in college are also addressed. Enrollment is limited to first-year students and and sophomores. **Elective credit only.**

99. Orientation to the Job Search. 1 cr. hr.
A course designed to provide insight and prepare students to manage an effective job search upon graduation, Orientation to the Job Search incorporates a high degree of self-assessment and exposes students to the world of work and methods of career research. Resume preparation, interviewing, and networking are emphasized. 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, chair; Professors L.A. Harris, G. Lane; Associate Professor D. Chasteen; Assistant Professors K. Marsh, N. Wyman.

The department offers seven majors that lead towards a bachelor of arts degree: communication (29 hrs.), organizational communication (37-38 hrs.), communication with an electronic media emphasis (37 hrs.), communication with a theatre emphasis (37 hrs.), theatre education (44 hrs.), speech education (44 hrs.), and theatre (45 hrs.). 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 minimum 124 required for graduation so that they can be graduated on schedule (i.e., the student must take at least 84 hours outside the Department of Communication.).

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 and needs excellent oral communication. The course layout for each major follows.

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 the following majors: communication, communication with an electronic media emphasis and communication with a theatre emphasis. A modified core

occurs in the organizational communication and the speech education majors. The student should strive to take the courses of the core in the order listed.

COMMUNICATION

The communication major provides a generalist approach to persons interested in pursuing one of the many communication professions. It also serves well as a second or third major for those going into such professions as business, government, public relations, ministry, law, medicine and politics because the theory and the application of communication are more and more sought of candidates for the work force. The courses required for the communication major are as follows:

The Core	15
The Press or Telecommunications (333 or 343)	4
The World of Theatre I or Debate (267 or 323)	4
Small Group or Interpersonal (355 or 356)	4
Cultural Communication (358)	2
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29 hours	

ORGANIZATIONAL COMMUNICATION

Organizational communication is a pre-professional major which serves well those who have an interest in entering business or other organizations but who would like to focus on positions that relate to communication processes (public relations directors, consultants concerning communication in the work place, etc.). Although the major is pre-professional, it is still liberal arts in nature and allows some flexibility of focus depending on what specific career the student wants to pursue. The courses required in the organizational communication major follow:

Communication

Voice and Articulation (200)	2
Persuasion (218)	2
Organizational Communication (260)	4
Advanced Persuasion (300)	2
Small Group Communication (355)	4
Interpersonal Communication (356)	4
Cultural Communication (358)	2
Communication Seminar: Nonverbal (410)	2
Organization and Management (BUS 201)	3
Business Writing (ENG 220)	4
Required Elective (See list below)	3-4
Senior Seminar (400)	2
Senior Recital (401)	1
Internship (490)	2

37-38
hours

Required Elective (select one):	
Human Resources Management (BUS 301)	3
Business Law I or II (BUS 231 or 232)	3
The Press (333)	4
Telecommunications (343)	4
Marketing (BUS 305)	3

THE COMMUNICATION MAJOR WITH AN ELECTRONIC MEDIA EMPHASIS

The communication major with an electronic media emphasis serves the student who wishes to pursue one of the professions in electronic media (radio, Internet, journalism, and television). The main electronic platform for the major is KWJC, the campus radio station which broadcasts on FM band 91.9. The campus newspaper, The Hilltop Monitor, is the plat-

form for newspaper writing. Course work includes work on the Internet and possible internships at Kansas City major market television stations. The communication core helps the student be more broadly marketable. Courses required for the major are as follows:

The Core	15
The Press (333)	4
Telecommunications (343)	4
Electronic Media Seminars (242-249) (0.5 each)	4
Introduction to Audio (251)	2
Radio Programming and Production (342)	2
Internship (490)	4
Electronic Media Senior Project (2)	2
	<hr/>
	37 hours

THE COMMUNICATION MAJOR WITH A 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 course work outside of communication before going on to study or to work in theatre. Students majoring in communication with a theatre emphasis must take the following courses:

Communication

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
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	37 hours

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 check sheets available in the education department office. Both majors meet the state guidelines for teachers of speech/theatre. The speech education major is for 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
Voice and Articulation (200)	2
Communication Theory (215)	2
Persuasion (218)	2
Advanced Persuasion (300)	2
Debate (323)	4
Telecommunications (343)	4
Interpersonal Communication (356)	4
Cultural Communication (358)	2

Performance Studies* (GEN 202)	4
Debate Activities (392)	1
Senior Seminar (400)	2
Senior Recital (401)	1
<hr/>	
	44 hours

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
Telecommunications (343)	4
Interpersonal Communication (355)	4
Performance Studies* (GEN 202)	4
Senior Theatre Performance (479)	2
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	44 hours

**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. Theatre provides an integrated curriculum in which students learn to synthesize information from the various corners of theatre and to collaborate with personnel from all walks of theatre life. Because of the innovative general education program at Jewell and the opportunity to take courses outside general education and theatre, the student has the

Communication

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
and Voice (MUS 211-412VO) (for directing and acting students) or	4
Art courses (for design students)	(8)
Sr. Theatre Comprehensives (477)	4
Communication Internship (490)	4
Senior Theatre Performance (479)	3

45 hours

*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.

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 cov-

ered are evidence and style. Persuasion and Advanced Persuasion should not be taken in the same semester.

242-249. Electronic Media Seminars

0.5 cr. hr. each

242. Electronic Media Seminar: Announcing

243. Electronic Media Seminar: News and Sports Writing

244. Electronic Media Seminar: Interviewing

245. Electronic Media Seminar: Broadcast Marketing and Sales

246. Electronic Media Seminar: Advertising

247. Electronic Media Seminar: Internet and Web Design

248. Electronic Media Seminar: Broadcast Law and Ethics

249. Electronic Media Seminar: Broadcast Station Management

An individual study seminar focusing on specific skills and information related to electronic media. Each seminar serves a dual purpose: Building skills related to the operation of KWJC and other electronic media (i.e., Internet); and studying the theory related to each area. Each course receives one-half hour credit. Students may sign up for no more than two courses (one hour) per semester. Electronic media emphasis students must complete all eight courses before the semester in which they produce their Senior Media Project. Enrollment upon consent of the instructor.

251. Introduction to Audio. 2 cr. hrs.

A basic introduction to audio in electronic media. The course covers a variety of topics including the physics of sound, acoustics, microphones, audio production, editing, post production, and sound design. Students will participate in an on-air shift at KWJC FM.

260. Organizational Communication. 4 cr. hrs.
Examines the role of formal and informal communication between organization members and between representatives of different organizations in accomplishing social organization. Emphasizes the relationships between organi-

Communication

zational life and communication principles as they interact in the larger environment. Systemic/meta approach to how communication works in organization.

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 seminars 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.

342. Radio Programming and Production. 2 cr. hrs.

Advanced study in radio programming and production. Topics include radio programming strategy, formats, demographics, and consultants; in addition, students learn non-linear digital audio editing and radio production.

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.

355. Small Group Communication. 4 cr. hrs.

Designed to guide the student into an understanding of small group communication processes and theory so that she can function effectively in small groups. The student will be able to put theory into practice during her small group interaction throughout the semester. Discussion, small group activities and proj-

Communication

ects allow the student to monitor individual growth as a group member and potential leader.

356. Interpersonal Communication. 4 cr. hrs.
Designed to guide the student into an understanding of interpersonal communication and theory so that she can function effectively in interactions with others. As the student gains experience and understanding in areas such as self-concept, listening, and conflict resolution, she explores her skills by putting them into practice. Discussion, small group activities and skill improvement projects allow the student to monitor individual growth.

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 offers practicum in acting (one act plays), in technical theatre design (scenery, lighting and sound), and in directing (scenes). Students learn to write play critiques and technical conceptualizations.

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 debate, 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. hrs.
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. Special interest areas may include Nonverbal Communication, Gender Studies, Public Relations, Advanced Forensics, and Modern Rhetorical Theory.

440. Electronic Media Senior Project. 2 cr. hrs.
The capstone project for the communication major with an electronic media emphasis. The

Communication

student produces a semester long project, typically in radio but possibly in another electronic medium. The student is responsible for all aspects of the production, including writing, editing, production, direction, and promotion. The course is usually taken the senior year. Prerequisites: COM 251, 342, all Electronic Media Seminars, and consent of the instructor.

474. The World of Theatre IV. 4 cr. hrs.
This integrated course explores theatre history (realism, naturalism, twentieth century, classical China, Africa, Native America) and dramatic literature (thirteen plays), and offers practicum in acting (two two-minute audition pieces), 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 course work 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 student artist directs, technically designs, and acts a major role in the theatrical production of a full length play. The course is usually taken in the senior year. Prerequisites: 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: Consent of the Department of Communication Director of Interns; 12-14 hours of communication courses determined by the Director of Interns. 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 W. Rychlewski

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 places more value on 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 aspects of various the approaches and methodologies.

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 are expected to take advantage of e-mail, Internet access, peripheral sharing, and other on-line services. The Computer Studies Program also maintains a local area network independent of the campus wide network for pedagogic purposes. These resources provide computer studies students the opportunity to explore a 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 at least 3 CST courses, must be completed in the major at William Jewell College.

Computer Studies Program

The computer studies program is composed of a major in computer science (B.A.) and a major in information systems (B.S.). The B.S. in Information Systems emphasizes the application and use of computer technologies as information management and manipulation tools to support the decision making process in various settings.

Computer Studies

There is a significant common core of knowledge in the two disciplines. The student for either degree must have a fundamental understanding of computer platforms (i.e. combinations of hardware and software), programming processes, data storage and retrieval, and machine communications.

Some course numbers in CST have been changed recently. The following table maps new course numbers to course numbers prior to the 1999-2000 academic year.

New Course Name	Prior Number
CST 130 Microcomputer Applications	same
CST 190 Introduction to Computer Studies	CST 150
CST 191 Foundations of Computer Studies I	CST 160
CST 192 Foundations of Computer Studies II	CST 170
CST 230 Algorithms and Data Structures	CST 320
CST 265 Business Information Systems	same
CST 271 Business Oriented Programming using COBOL	CST 215
CST 331 Symbolic Logic (MAT 331)	same
CST 391 Database Management Systems	CST 325
CST 393 Networks and Telecommunications	new course
CST 406 Microcomputer Architecture and Interfacing (PHY 406)	same
CST 451 Topics in Computer Science	CST 403
CST 452 Topics in Information Systems	CST 403
CST 480 Independent Projects in Computer Studies	CST 490
CST 481 Computer Studies Internships	new course
CST 495 Systems Analysis and Software Engineering	new course

Bachelor of Arts Degree in Computer Science

The B.A. in Computer Science emphasizes the theoretical building blocks of the computer discipline. This degree requires more consideration of the analysis and reasoning behind the development of technologies, the efficiency of algorithms, the architecture of computing machines and systems, and the design and power of programming languages.

The successful student in computer science will be well grounded in the theoretic aspects of computer science, will be a proficient programmer, and will 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 preparatory experience for graduate work or employment in computer related fields.

Students who select the B.A. in 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.

Major: The following courses are required: CST 191, 192, 320, 391, 393, 406, 451, 495; MAT 200, 331 and one of the following choices: MAT 201, 281, 305, 335, 347, 410.

Bachelor of Science Degree in Information Systems

IS focuses more on using current technologies to advance productivity when applied in other disciplines. Over the past three decades, IS has become the single most important factor driving societal and cultural change.

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

Computer Studies

who are well versed in problem analysis, who are proficient programmers and who can envision technical applications in practical settings.

Major: The following courses are required: CST 191, 192, 265, 271, 391, 393, 452, 495. ACC 211; BUS 201, 318, 326 plus 3 additional courses selected from the following list: BUS 231, 301, 305, ACC 341, or ECO 201.

130. Microcomputer Applications 2 cr. hrs.

The purpose of the course is to accelerate the students' mastery of the basic personal computer applications necessary for productive use of information technologies. The applications include word processing, spreadsheets, presentation managers, application databases, networks, e-mail, internet applications and video conferencing. The class is open to all students. The course does not count toward the IS or CS major. Prerequisites: none.

190. Introduction to Computer Studies 4 cr. hrs.

The course is an introduction to computers and computer programming. Key topics include: computer machinery and the concepts that make them possible. Topics cover problem specification: program logic, structure and interfaces; program implementation, documentation, and testing.

The course is recommended for a broad range of audiences. It is primarily aimed at students who have no programming experience. This group will include students intending to major in IS or CS, 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 have no intention of majoring in IS or CS. This course does not count toward the CS or IS major. Prerequisites: none.

191. Foundations of Computer Studies I 4 cr. hrs.

This is a core course for Computer Science and Computer Information Systems majors. It and its companion course (CST 192 - Computer Studies II) provide introductory level knowl-

edge on computer information systems and the Internet. It introduces the student to the modern computer system, operating systems, programming languages, programming techniques and Internet web page development. During the course of this semester, the student will acquire minimal proficiency in C++ as an example language for the topical material covered and will learn web page design, development and maintenance with XML, and HTML. Extensive hands-on, team-based laboratory work reinforces the information gained through lecture.

The course presumes no prerequisite knowledge of computer systems but most students who enroll have had at least one course in computer programming. It does presume fundamental understanding of basic mathematics, and will require that the student be proficient in written and spoken English as a primary language due to the nature of the drills and exercises in the labs. The course will focus on Intel-based-processor-oriented computers, Microsoft Operating Systems and Microsoft program development environments. Personal access to a computer with the latest Microsoft software will be advantageous, but the student will have ample opportunity for hands-on usage of the laboratory computers.

192. Foundations of Computer Studies II 4 cr. hrs.

The purpose of this course sequence is to provide a basic understanding of the foundations of computer studies and to gain a solid level of proficiency in the two prominent programming paradigms: procedural and object-oriented programming. Key programming topics include: data types, input/output, control structures, functions, arrays, pointers and strings, data abstraction and classes, objects, methods, inheritance and polymorphism, Streams-oriented I/O and exception handling. Key Software development topics include: structured programming practices, object-oriented design, problem specification, systems architecture, testing, debugging and software reuse. This course sequence is intended for majors in CS and IS or other highly motivated students.

Computer Studies

Prerequisites: Consent of instructor, CST 190, or the equivalent is a prerequisite for 191. 191 is a prerequisite for 192.

230. Algorithms and Data Structures 4 cr. hrs.
Advanced consideration of data types and algorithms. Algorithm design, correctness and analysis will be emphasized.
Prerequisite: CST 192.

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.

271. 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.

391. Database 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. Prerequisite: CST 230 or CST 271.

393. Computer Networks and Telecommunications 4 cr. hrs.
Comprehensive tour through the computer networking from data transmission and wiring to application software. Discussion of the facilities and services provided by different layers of network protocols. Hardware, packet switching, inter-networking and network applications. Prerequisite: CST 230 or CST 271.

406. Microcomputer Architecture and Interfacing 4 cr. hrs.
See course description for Physics 406.
Prerequisite: PHY 306.

451. Topics in Computer Science 1-4 cr. hrs.
Special topics in Computer Science are offered on a rotating basis. Topics may include one or more of the following: Parsing, Translation, and Compiling; Operating Systems; Programming Language Concepts and Design; Artificial Intelligence/Cognitive Science; Natural Language Processing; Process Control Systems; Computer Graphics among others.
Prerequisite: CST 230.

452. Topics in Information Systems 1-4 cr. hrs.
Special topics in Information Systems offered on a rotating basis. Topics may include one or more of the following: CASE Development; Human/Systems Interface Design; Systems Architecture; Business Software Packages, Assembler Programming. Prerequisite: CST 271.

480. Independent Projects in Computer Studies 1-4 cr. hrs.
Approved projects or independent readings and research by majors in computer science or information systems. Prerequisite: Junior or senior majors in IS or CS.

481. Computer Studies Internships 1-6 cr. hrs.
Experiential learning opportunity with on or off-campus sponsors. Enrollment with consent of instructor through regular registration process. Requests for internships must be submitted to and approved by the instructor before the term in which the work is to be completed. Internships are evaluated only on a pass/fail basis. Prerequisite: Junior or senior majors of good standing in IS or CS.

495. Systems Analysis and Software Engineering 4 cr. hrs.
Capstone course for both the CS and IS majors. Students teams work to solve a significant information technology application problem. Teams are assigned to take advantage of the different skill sets of the CS and IS

Computer Studies

majors and to highlight the necessary interactions and synergies of the disciplines.

Students successfully completing the course will have a deep understanding and appreciation for large scale development and management methodologies for non-trivial applications. Prerequisite: Completion of all other requirements for either the IS or CS majors or consent of instructor.

Education

Education

Associate Professor D. Voss, chair; Frances S. Evans Professor M.J. Stockton; Professors C. Green, M.E. Bleakley; Associate Professor R. 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
** Early Childhood	Pre-K-3
Elementary	1-6
English	5-9, 9-12
French	K-12
Spanish	K-12
* Instrumental Music	K-12
* Vocal Music	K-12
Mathematics	5-9, 9-12
** Middle School	5-9
Social Studies	5-9, 9-12
Speech and Theatre	9-12
Unified Science	5-9, 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 obtained in Elementary (Early Childhood or Middle School) or Secondary (Middle School).

Early Childhood Education requirements NUR 214, EDU 219 and EDU 322 will be offered in summer school beginning summer 2001.

Middle school certification (5-9) available in English, Mathematics, Social Studies, and Unified Science.

All education course must be taken within seven years prior to applying for teacher certification.

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, unified science and speech-theatre. Bachelor of arts programs for all-level certification (K-12) are available in Art, French, and Spanish. Bachelor of science programs for all-level certification are available in instrumental and vocal 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 and a specific middle school certification 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 an elementary or 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*.

Education

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*.

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 nonrefundable placement fee 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 elementary students take the Praxis II after the completion of the majority of their edu-

Education

cation courses and that the secondary students take the Praxis II when the majority of their subject area courses are completed. (Information regarding test scheduling, test titles, and minimum passing scores is available from the Teacher Certification Officer.)

Performance of Program Completers on Praxis II Exit Exam*

Type of Assessment

Education in the Elementary School

Number Taking	1
Number Passing	1
Institut. Pass Rate	100%
Statewide Pass Rate	97%

Elementary Education

Number Taking	14
Number Passing	14
Institut. Pass Rate	100%
Statewide Pass Rate	96%

Art Content Knowledge

Number Taking	1
Number Passing	1
Institut. Pass Rate	100%
Statewide Pass Rate	100%

Biology Content Knowledge

Number Taking	1
Number Passing	1
Institut. Pass Rate	100%
Statewide Pass Rate	98%

Eng. Lang. Lit. Comp

Number Taking	4
Number Passing	4
Institut. Pass Rate	100%
Statewide Pass Rate	98%

Mathematics

Number Taking	1
Number Passing	0
Institut. Pass Rate	0%
Statewide Pass Rate	98%

Music

Number Taking	5
Number Passing	4
Institut. Pass Rate	80%
Statewide Pass Rate	95%

Social Studies

Number Taking	2
Number Passing	2
Institut. Pass Rate	100%
Statewide Pass Rate	97%

Spanish

Number Taking	2
Number Passing	2
Institut. Pass Rate	100%
Statewide Pass Rate	87%

Speech

Number Taking	1
Number Passing	1
Institut. Pass Rate	100%
Statewide Pass Rate	100%

Summary of Indiv. Pass Rates

Number Taking	31
Number Passing	30
Institut. Pass Rate	97%
Statewide Pass Rate	97%

**Educational testing service-Missouri certification examination*

100. Introduction to the Major:

Elementary. 1 cr. hr.

This course is designed to provide students with an introduction to a major in elementary education and to a career in teaching in an elementary school. Optional, but highly recommended.

101. Introduction to Middle and Secondary Education.

1 cr. hr.

This course is intended as an introduction, especially for those in their first or second year who are considering becoming teachers of middle and/or secondary school. Each student will lead a small group of 6-8 grade students in designing and implementing public works, experience the role of teacher, and make a career decision. The course is intended to assist in retention of secondary education majors. It will allow them to begin teaching adolescents their first year in college, link them to the education department, and help them realize their professional goals. Optional, but highly recommended.

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.

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, one in an urban location and one in a suburban location. 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.

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. Summer school between sophomore and junior year.

Education

229. Early Childhood Education:

Language Development. 2 cr. hrs.

A study of the development of language in the normal child. 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 strategies and teach and evaluate lessons in a clinical setting.

302. Children's Literature in the Reading Programs.

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. (Meets the children's literature and two hours of the eight hour reading methods requirement.)

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 assessment measures, interpretation of results, and development of prescriptive programs. Prerequisite: EDU 301. First seven weeks.

304. Elementary School Language Arts.

2 cr. hrs.

The student will investigate strategies to help students achieve listening, speaking and writing objectives.

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 content areas.

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.

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. Must be taken concurrently with EDU 311.

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 suburban, urban, and rural field placements in middle school and secondary school campuses. Prerequisite: EDU 310. Must be taken concurrently with EDU 310.

312. Methods of Teaching Science/Elementary.

2 cr. hrs.

A course designed to introduce the preservice elementary teacher to science content, process skills, and tools of inquiry utilized in the discipline of science. A variety of teaching strategies are explored, with teaching through inquiry being the primary focus.

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, social studies, math, reading and fine arts into a high-quality interdisciplinary TOPICS appropriate for the elementary school. A fieldwork placement is a component of this course.

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.

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. Fall semester.

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.

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

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

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

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

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

Responsible, informed decision making is developed in this course for students seeking certification in secondary Social Studies by sensitizing them to the range of decisions they are likely to encounter as teachers of 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 in Fall on demand. Clinical field experience required.

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

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

Education

342. Teaching English in the Middle/Secondary School. 4 cr. hrs.
A practical course in methods of teaching various phases of secondary English. Some observation of teaching will be required. Open only to those preparing to teach English. Fall semester, odd-numbered years. Clinical field experience required.

345. Teaching Mathematics in the Middle/Secondary School. 3 cr. hrs.
Methods of presenting the subject matter of mathematics courses taught in secondary school, the motivation of students, evaluation of results, evaluation and selection of texts and material. References will be made to topics of modern mathematics. **Offered on demand. Fall semester even-numbered years. Clinical field experience required.

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. Clinical field experience required.

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. Clinical field experience required.

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.

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

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. Must be taken concurrently with student teaching.

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 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.

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.

Education majors receiving teaching certification in Middle School, grades 5-9, 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.

424. Student Teaching in Secondary School. 8-10 cr. hrs.

Education majors receiving teaching certification in Secondary Education, grades 9-12, 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.

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. Clinical field experience required.

452. Vocal Music Methods in the Secondary School. 2 cr. hrs.

See Music section for course description. Clinical field experience required.

453. Instrumental Methods in the School. 2 cr. hrs.

See Music section for course description. Clinical field experience required.

462. Vocal Pedagogy. 2 cr. hrs.

See Music section for course description. Clinical field experience required.

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.

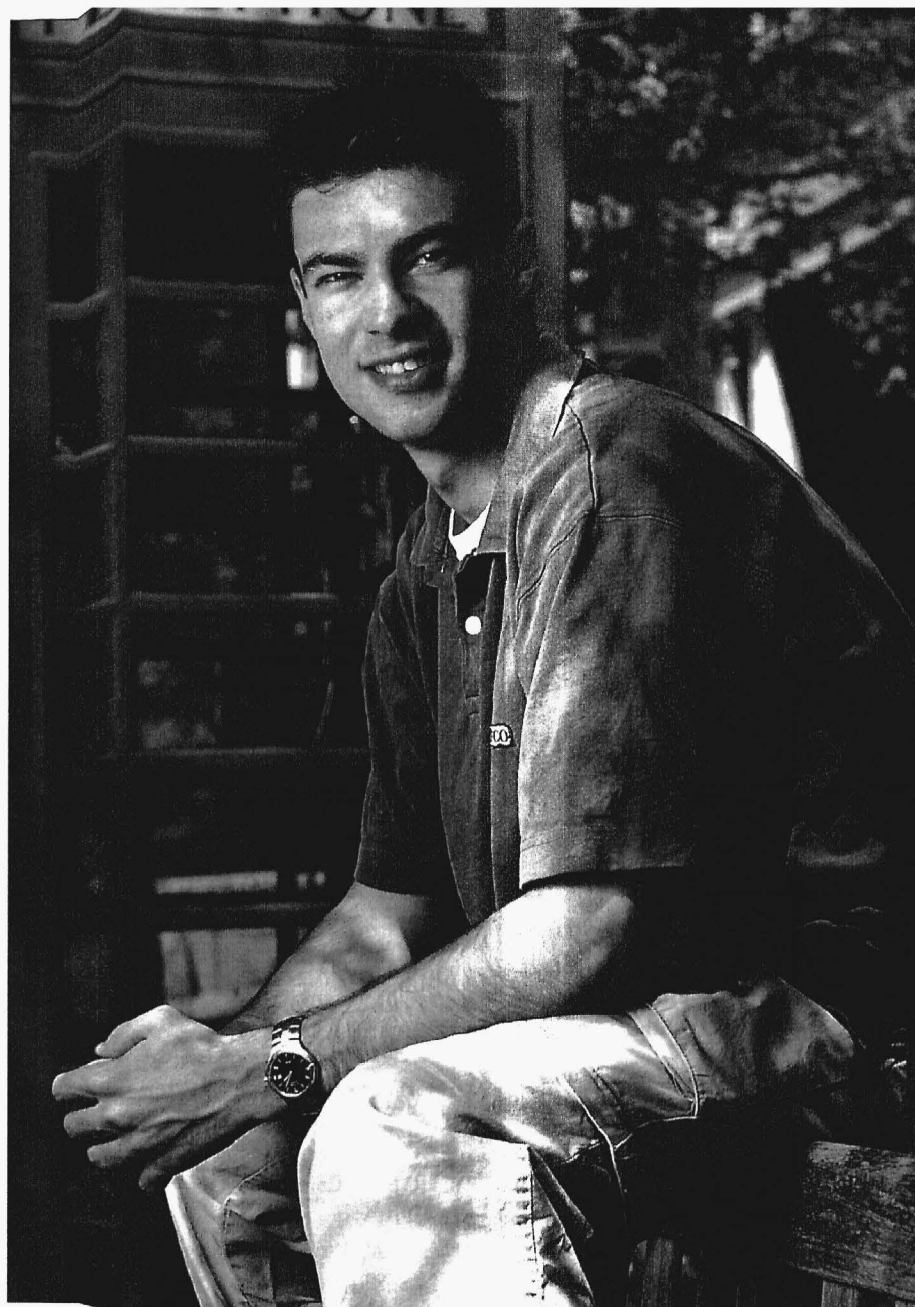
Education

470. Seminar in British Primary Education. 2 cr. hrs.

A study of the philosophy, curriculum, and methods of the British primary schools. The course must be taken as a prerequisite to EDU 475. Offered consecutive spring and summer semesters each year. Students register for this course during the spring semester for the upcoming summer session.

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 special arrangements with an identified area college. Students register for this course during the spring semester for the upcoming summer session.



English

English

Professor M. Williams, chair. Oxbridge Professor D. Dunham; Professors J. Canuteson, I. Munro, C. Robinson; Distinguished Service Professors A. M. Shannon, J. Tanner; Associate Professor M. Walters; Assistant Professor S. 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 333. 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 320. Writing in the Real World (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 eight hours from the following:

- COM 333. 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 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 pre-

pare 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

English

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.

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.

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

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.

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

English

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 exami-

nation 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 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/Geology/General Education

Geography

304. Economic Geography.

4 cr. hrs.

This course will provide an understanding of the five themes of geography with a heavy emphasis placed on economics. How and why we teach economics and geography will be an underlying theme as the course unfolds. Potential geographic topics will include: location, place, movement, and regions. Potential economic topics will include political economics, population, resources, transportation, urban land use, and industrial location. Prerequisites: none.

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.

General Education

See page 16 and page 26.

History

History

Oxbridge Professor K. Chatlos, chair; Professors F. Spletstoser, E. Reynolds; Assistant Professor J. 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. **ONE OF THESE COURSES MAY COUNT AS A MIDDLE LEVEL COURSE.** 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 **CHOOSE TO** receive Missouri teaching certification for **SOCIAL STUDIES** in middle school, grades 5-9 and secondary school, grades 9-12. 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.

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

100. History on Trial. 1-2 cr. hrs.
Guided by the faculty of the History Department, students will engage in the work of professional historians, including searching out available evidence, ascertaining the credibility and accuracy of this evidence and conclusions others have drawn from it, assessing personal and cultural biases affecting these conclusions, and presenting new conclusions both orally and in writing. The specific topic to be investigated each time the course is offered will be indicated in the course title (e.g. History on Trial: Great Villains in History).
Prerequisites: None; open only to First-Year and Sophomore students.

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.

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. The American Context to 1865 4 cr. hrs.

A survey of North American social, political, and economic development from the earliest discoveries and initial European colonization down through the War for Southern Independence. Fall semester.

122. The American Context to Present

4 cr. hrs.

A survey of the United States history from Reconstruction of the South after the Civil War to the present. Emphasis is placed on social, economic, and political developments. Spring semester.

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 "Stalin'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

History

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.

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.

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

322. Hitler's Germany 4 cr. Hrs.
A study of Germany and its impact on Europe between 1919 and 1945. Special attention given to such topics as the Versailles Peace Treaty, Hitler's successful opportunism during the depression, the Fuhrer's acquisition of "total" power, western appeasement, World War II, the holocaust, and the Nuremberg trials. Considers both Hitler's biography and the relationships between power and justice.

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.

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.

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.

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.

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.

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

*Associate Professor R. Kauffman, chair;
Professors M. Cadd and J. Westlie; Associate
Professor S. Meyers, Assistant Professors
R. Heath and J. Woodruff.*

Modern

Students pursuing the B.A. degree must complete one foreign language course at the intermediate level or higher.

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. It is required that at least 8 hours of 300-level study be completed in a Spanish-speaking country. 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 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 check sheets 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 407.

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 and taken while studying overseas or chosen from the list below:

Languages

French

ART 251 Western Art History
 ART 253 Special Topics in Art History*
 GEN 205 La Douce France
 GEN 279 Economic Development and Cultural Change
 GEO 304 Economic Geography
 HIS 312-13 Europe in the Middle Ages
 HIS 317 Early Modern Europe
 HIS 330 Old Regime and Revolutionary France
 HUM 250 European Culture*
 PHI 352 Existentialism
 PHI 354 Business Ethics
 POL 215 Intermediate Seminar*
 POL 250 Introduction to World Politics
 * depending on the course topic

Spanish

ART 251 Western Art History
 ART 253 Special Topics in Art History*
 GEN 206 The Chicano Experience
 GEN 279 Economic Development and Cultural Change
 GEO 304 Economic Geography
 HUM 250 European Culture*
 PHI 354 Business Ethics
 POL 215 Intermediate Seminar*
 POL 250 Introduction to World Politics
 *depending on the course topic
 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, 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.

306. The Chicano Experience 4 cr. hrs.
 This course will trace the history of the Chicano presence in the United States from

the period of Spanish colonization, through the Mexican-American war and up to the present. The student will examine writings in the disciplines of history, literature and sociology in order to gain an understanding of the current and historical issues in the Chicano community. The major questions addressed will be those of identity and the struggle for place, recognition and justice in the society at large. Prerequisite: SPA 211.

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. Four class sessions per week plus one conversation session with French Assistant. 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. Four class sessions per week plus one conversation

Languages

session with French Assistant. 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.
Introduction to literary French and practice in reading narrative prose and composing written responses emphasizing proofreading skills. Supplemental grammatical and lexical studies target problems typical of English-speaking students at this level. The French Assistant conducts structured pronunciation practice and an introduction to French phonetics and the international phonetic alphabet. Prerequisite: FRE 211 or its equivalent. Spring semester.

323. Introduction to French Literature. 4 cr. hrs.
An integrated introduction to French literature for students with no previous experience in the field. A detailed study of literature relating to important moments in French history; study and practice of techniques of literary analysis; review of selected grammar and sentence structure; and opportunities to speak French. Prerequisite: French 212 or equivalent. 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. 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; 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 Francophone novels of the twentieth century, with emphasis on issues of writing and maturity into adulthood; review of selected grammar and sentence structures; and opportunities to speak French. Prerequisite: any 300 level French course. Spring semester, 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

Languages

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. Fall semester.

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. Both semesters.

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

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

Languages

special problems. Prerequisite: SPA 112 or its equivalent.

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. Topics in Hispanic Civilization 4 cr. hrs.
An introduction to the history and cultures of Spain and Spanish America. Major literary works are studied in their historical and cultural contexts. The course content is divided into two sections which are taught on alternate years. Section A focuses on Hispanic civilization and literature before 1800, and section B focuses on the 19th and 20th centuries. Students may take both sections of this course in consecutive years for a total of 8 credit hours. The course emphasizes writing skills and the development of clarity and accuracy in both written and spoken Spanish. Prerequisites: SPA 212 or equivalent.

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.

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

Languages

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.

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.

114. Elementary Ancient Greek II. 4 cr. hrs.
Continued study of classical Greek grammar, vocabulary, and syntax, to enable students to read Greek literature of increasing difficulty. Prerequisite: Greek 113.

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.

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.
Readings in one or more Latin authors.
Offered on demand.

Leadership Studies

Leadership Studies Program

Professor S. 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. Cornerstone Course. 2 cr. hrs.

This course will introduce students to leadership theory, engage them in a variety of self-understanding and assessment exercises, provide them individual and collective leadership experiences, and assist them in preparing and executing their first leadership growth plans. 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. Students are responsible for the cost of the trip (NCOBS) and the cost of tuition (WJC). (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/fellowship 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 the internship. Forum obligations and meetings with instructors will be included in the seventy hours. (Must be successfully completed before taking the Capstone Course.)

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/fellowship 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 the internship. Forum obligations and meetings with instructors 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 successfully completed before taking the Capstone Course.)

350. Capstone Course. 2 cr. hrs.

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

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

Leadership Studies

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

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

Tucker Leadership Lab

Todd Long, Coordinator

As a complement to the Pryor Leadership Studies Program (PLSP) the Tucker Leadership Lab (TLL) allows William Jewell College to offer high quality leadership and team building programs to William Jewell students, to area high school students, and to community groups. Constructed in the fall of 2000, the TLL, which began as a Leadership Legacy Project of students in the PLSP, is already one of the nation's foremost experiential learning programs by design and size. The TLL is a multi-faceted challenge education facility with low and high elements designed to accommodate up to 200 people and to accommodate diverse populations

from the physically disabled to varsity athletes. This "learning by doing" lab was constructed by Alpine Towers Inc. of Jonas Ridge, North Carolina, which is widely recognized as the best in the business of producing innovative and high quality challenge course designs. The TLL provides "real time" leadership opportunities for PLSP students who have developed leader/facilitator skills and serves the campus and the community by helping individuals and groups become more proficient at such things as: goal setting, problem-solving, creative thinking, risk taking, conflict resolution, dealing with failure, listening, making and keeping commitments, knowing limits, building trust.

American Humanities Nonprofit Leadership Program

Kevin Shaffstall, CED

The American Humanities Nonprofit Leadership Program prepares and certifies students to serve their communities through careers in the nonprofit sector. This certificate program, which is based on competencies not courses, is open to students from any major and complements the Pryor Leadership Studies Program, the Tucker Leadership Lab, and the curricular and co-curricular activities already in place at William Jewell. The program benefits students by giving them targeted studies/experiences in the core competencies necessary for effective leadership in nonprofits. The AH students also have numerous opportunities to interact with non-profit leaders through their participation in workshops, conferences, and internships with a highlight being the annual AH Management Institute. The AH program opens up career opportunities for both traditional and non-traditional students who graduate with a liberal arts education and a heart for service. With a 95% nationwide placement rate, students with an AH certificate are in demand. Students interested in the AH certificate should contact Mr. Shaffstall or Dr. Nadler.

Mathematics

Mathematics

Professor D. Thoman, chair; Associate Professor T. Mathis; Assistant Professor S. 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 191, 265, 271 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 check sheets 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.

155. 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. Students who have credit in MAT 145, GEN 104, MAT 199 or higher cannot get credit for MAT 155. (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 155. (Will not count toward a mathematics major.) Fall semester.

200. Calculus II. 4 cr. hrs.
A continuation of MAT 199 including further applications and techniques of 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 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. 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, chair; Professors S. Emig, A. Epley, P. Posey; Robert H. McKee Professor D. Wilder; Associate Professors A. Brandolino, H. Brown, C. Permenter, R. Witzke; Assistant Professors R. Folsom, P. 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 checksheets available in the education department office.

Both degrees require 124 credit hours for graduation (exclusive of performance/lab/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.

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 and historical periods. Literature studies will come primarily from the Classical and Early Romantic periods.

101b. Introduction to Basic Musicianship: Music Fundamentals. (1 cr. hr.) A detailed aural and written study of basic theoretical concepts, the elements of music, and music notation. Fall semester.

101c. Introduction to Basic Musicianship: Keyboard Harmony I. (1 cr. hr.) Application of theory to the keyboard: chord study, harmonization of melodies; transposition; modulation; scales and cadences; sight reading. Fall semester.

102. Music Theory and Ear Training I. 4 cr. hrs.

102a. Music Theory I: Diatonic Harmony. (2 cr. hrs.) A study of the principles of diatonic harmony, nonchordal tones, and secondary dominants, including four-part writing, analysis, and creative work. Prerequisite: MUS 101b. Spring semester.

102b. Music Theory I: Ear Training. (1 cr. hr.) Sightsinging and dictation of diatonic scales, intervals, triads, rhythmic groups, 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.) Sightsinging of tonal melodies, canons, and part music in treble, bass, and C-clefs. Dictation of tonal melodies, rhythmic groups, harmonic

intervals, and two- and four-part music. Prerequisite: MUS 102b. Fall semester.

202. Music Theory III: Twentieth Century Harmony 2 cr. hrs.

A study of the techniques of 20th-century compositions; and investigation of composition styles, such as impressionistic, dynamic, serialistic and electronic practices. Prerequisite: MUS 201a or permission of the instructor. 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, 2000.

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, 2001.

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.

Music

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 with a review of the Classical and Early Romantic eras, but concentrates on the Romantic era to the present. Study of some non-Western music is included. Prerequisite: MUS 201a and 201b or approval of instructor. Spring semester.

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 abbreviation indicates 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

RECITALS

MUS 199. Recital Attendance. 0 cr. hrs.

Students will attend a minimum of 65% of all on-campus departmental recitals each semester period. The student will be exposed to a variety of music literature not only in the area of their own particular instrument, e.g., voice, violin, piano, but will also gain a more rounded view of musical genres. Additionally, the students will learn recital etiquette and, on occasion, pro-

vide a written or oral evaluation for some of the recitals they attend. Music majors are expected to enroll in this course each semester (student teaching semester excepted) on a "Pass/Fail" basis.

MUS 399. Junior Recital (with applied area suffix). 0 cr. hrs.

MUS 499. Senior Recital (with applied area suffix). 0 cr. hrs.

The Junior and Senior recital courses are the public presentation of the literature learned in the years spent in private study. Public performance of assigned literature gives the student an opportunity to develop the technical and artistic skills necessary for successful communication. Students will register for the appropriate course number (including the appropriate applied suffix) during the semester in which they intend to present the recital.

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.)

111KM. Keyboard Musicianship. 1 cr. hr.
The course is designed to prepare students to accomplish accompaniment, rehearsal and music preparation requirements for public school teaching and other music professions. Although the primary emphasis of the course is to improve the student's functional keyboard skills, some repertoire will be assigned. The keyboard study will expand upon skills already developed to improve music reading, keyboard dexterity and fluency in the areas of sight-reading, harmonization, transposition, and improvisation.

111MM. MIDI/MAC Class Piano. 1 cr. hr.
Using MIDI keyboards and Macintosh computer applications to keyboards. 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. 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

Music

emphasis on the teaching of these instruments. Fall semester. Also listed as EDU 353.

451. Music Methods in the Elementary Schools. 2 cr. hrs.
Methods, materials and techniques for teaching music in the elementary school. Consent of the instructor. Spring semester, 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 application through observation and supervised teaching. Fall semester, 2000. Also listed as EDU 462.

CONDUCTING

260a. Begin. Instrumental Conducting. 1 cr. hr.
Beginning conducting techniques in instrumental conducting. First 7 weeks, spring semester.

260b. Begin. Choral Conducting. 1 cr. hr.
Beginning techniques in choral conducting. Second 7 weeks, spring semester. Prerequisite: MUS 260a. Students are expected to enroll in both sections of Beginning Conducting.

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, 2001.

344. Christian Hymnody: A Window into the Bible, Christian History and Theology 4 cr. hrs.
Using a study of the Psalms and selected Old Testament and New Testament Canticles, the hymns of the early and medieval church, the hymns of the Lutheran Reformation, the psalmody of the Genevan, Scottish and English Reformation movements and the development of English and American hymnody, the course explores the importance of congregational song in biblical understanding, Christian history, and Christian theology and worship. A background in music is not necessary.

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, 2000.

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.

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.

Music

372. Organ Pedagogy. 2 cr. hrs.

Survey of organ method books. Practical application through observation and supervised teaching.

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.

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, 2001.

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, 2000.

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 J. Kersten, chair; Professor R. Edwards; Associate Professor N. Godfrey; Assistant Professors S. Fletcher, S. Lasiter, V. Meek, C. Roberts and J. Waterman.

The department of nursing offers a bachelor of science degree in nursing consisting of professional studies in nursing, liberal arts courses, and support courses.

The program is based on a philosophy of nursing as a combination of scientific competence and sensitivity to human needs, with an emphasis on the well-being of the whole person. The faculty emphasizes the responsibility and accountability of the individual learner, the blending of academic and practical knowledge, and the highest degree of professional ethics. The hallmarks of a WJC graduate are integrity, compassion, scholarship, leadership, excellence in nursing practice, and service to others. A full statement of the philosophy of the nursing program at William Jewell College is available from the department offices.

Nursing students participate in a formal leadership component as part of the nursing curriculum. Upon completion of the Pryor Leadership Studies Program and the Tucker Leadership Lab, students may earn a leadership certificate upon graduation.

The department is fully accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036-1120. 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.

Please note: Admission to and graduation from the nursing major does not ensure eligi-

bility 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 Missouri State Board of Nursing will make the decision whether or not to allow an individual to take the licensing examination. Questions may be directed to the Missouri State Board of Nursing, 3650 Missouri Blvd, Jefferson City, MO. 65102.

All nursing students enrolled in clinical nursing courses complete standardized diagnostic testing that are administered each semester by the nursing department. The cost of this testing is paid by the student.

ADMISSION

Applicants will be evaluated for acceptance into the nursing program based on the following criteria:

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 individuals who enrolled at William Jewell as first year students 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,

Nursing

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.

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 (RN applicants only).

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
GEN 102 - Written Communication
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 321 - Microbiology

Biology 250 - Physiology
GEN 101 - Oral Communication

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, 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.

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: critical thinking, service, leadership, professionalism, health promotion, communication, and therapeutic nursing interventions. 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.

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 psychiatric/mental health setting. Prerequisite: PSY 303, NUR 232, 242, 250, 301, 311, 320. Spring semester.

Nursing

372. Nursing Research. 2 cr. hrs.
Introduction to critique of basic research articles and application of research to nursing practice. Prerequisite: GEN 103, 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.
Parent newborn nursing explores application of the nursing process in health management of childbearing families. Emphasis is placed on biological, personal and social assessment of the individual within the family system. The course includes four lecture hours and 12 hours of clinical practicum per week. The clinical component includes six weeks experience in parent newborn nursing. 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.

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. 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 classroom discussion which explore trends and issues in nursing. Prerequisite: NUR 232, 242, 250, 301, 311, 320, 370, 372, 380, 400, and 410. Prerequisite to the internship clinical: NUR 470 and 480. 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 (two majors, one in molecular biology and the other in ecology and systematics). 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 and Emeritus Dean of the College

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. The subject matter for writing and critical analysis will reinforce that of the Oxbridge Introductory Seminar. Fulfills the general education 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 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 213, 413. Seventeenth Century Voices: Donne and Milton. 4 (2) cr. hrs.

Tutor: Ann Marie Shannon, Distinguished Service Professor of English.

Analysis of important works of John Donne and John Milton in the context of 17th-century life and thought, applying the historical/biographical critical approach to understand how individual works form the pattern of each poet's works as a whole and to see why even in this time of contentious revision of the canon, these men retain their status as major poets.

OXE 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, fabliaux, 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 165, 265, 465. English Literature before 1500. 4 (2) cr. hrs.

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

A study of various genres of medieval literature (allegory, drama, dream vision, elegy, epic, lyric, romance, satire) and of relevant aspects of the history of the period and how it influenced the subject matter and tone of representative works. Students will understand this literary period as a continuum which encompasses language, imagery, motifs, symbolism, themes and structure.

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

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 Bronte Sisters. 4(2) cr. hrs.

Tutor: Laurie Accardi, Assistant Professor of English.

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

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 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.

Oxbridge

OXH 116, 216, 416. Arete: the Shaping of Greek Societies, 776-338 B.C.E.

Tutor: Jane Woodruff, Assistant Professor in History and Languages

This tutorial examines the writings of and about Greek societies in various periods to ascertain their varying definitions of excellence (Greek arete) and the success of these societies in instilling appreciation for and permitting or encouraging demonstration of such excellence.

OXH 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 his torians 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 175, 275, 475. Politics and Society in Victorian Britain. 4 (2) cr. hrs.

Tutor: Elaine A. Reynolds, Associate Professor of History

Highlights of British history in the 19th century, including industrialization, political and constitutional change, the emergence of class society, and imperialism.

OXH 180, 280. Survey of United States History. 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 HISTORY OF IDEAS

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 141, 241, 441. Reinhold Niebuhr, 20th Century American Public Intellectual.

4 (2) cr. hrs.

Tutor: Staff.

The great books of Reinhold Niebuhr read in the context of his biography, of the social and historical movements of 20th Century America (the rise of fascism, World War II, the Cold War, the Civil Rights Movement) and in the context of his antecedents (such as Augustine) and subsequent critics. Students will see a public intellectual in action and grasp the impact of such persons' ideas on civic discourse and public policy in a democracy.

OXQ 122, 222, 422. 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 132, 232, 432 Hobbes and the Rise of Science. 4 (2) cr. hrs.

Tutor: Randall Morris, Associate Professor of Philosophy.

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.

OXQ 161, 261, 461. The American Enlightenment. 4 (2) cr. Hrs.

Tutor: Rein Staal, Associate Professor of Political Science.

A study of American thought in the latter half of the 18th century, with emphasis on the fusion of political and philosophical in the same individuals, who were at once statesmen and thinkers. American texts are placed in the

context of European ones both to identify influences and to establish contrasts.

OXQ 495. History of Ideas Synthesis. 8 (4) cr. hrs.

Tutor: Elizabeth Sperry, Assistant Professor of Philosophy.

This tutorial will provide students with the opportunity to study dominant trends in feminism and postmodernism, to review and synthesize what they have learned in earlier tutorials concerning classical western answers to the fundamental questions on which the History of Ideas major is based, and to consider from a new perspective the conceptual frameworks that have made possible those classical answers.

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, Associate Professor of Philosophy.

An examination of the enduring concepts and principles of moral philosophy and an application of them to arriving at reasonable judgments concerning timely moral issues. An intensive reading of, and preparing essays on, the classical and contemporary works that are well established as the most valuable for articulating moral issues and for evaluating the arguments in support of positions on them. A probing study of, and the development of moral positions on, the most timely moral issues.

OXI 111, 211, 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 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: the State. 4 (2) cr. hrs.
Tutor: Alan Holiman, Assistant Professor of Political Science.

An examination of the concept of the state as presented by some of the classic social theorists (Karl Marx, Emile Durkheim and Max Weber) and an overview of the development of the state in the West. An examination of several of the most important topics in the literature on the state: democracy and political pluralism, democratic institutions, authoritarian political systems and dictatorship, political crises and regime change, institutions and political modernization, civic culture and civil society. The tutorial concludes with a discussion of the state as actor and the political capacity of the state.

OXI 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.

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.

Oxbridge

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.

8 (4) cr. hrs.

Tutor: Sandra Emig, Professor of Music

A comprehensive study of Common Practice harmonic principles, their development through 16th- and 18th-century contrapuntal practices, and their dissolution through a variety of 20th-century compositional practices.

OXM 101, 201, 401. Common Practice Harmony: Diatonic and Chromistic 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

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 MAJORS IN SCIENCE

Daniel Heruth, Assistant Professor of Biology, 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 assumes a knowledge of freshman level chemistry.

OXX 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.

OXX 111, 211, 411. The Differential Calculus. 4 (2) cr. hrs.

OXX 112, 212, 412. The Integral Calculus. 4 (2) cr. hrs.

OXX 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 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: Staff.

The student will probe the nature of cellular membranes. This will include intensive studies of structures and the functions those structures support. The student will do extensive reading 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 250. 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

Oxbridge

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 macromolecules and their biochemical functions. Special emphasis will be given to the structure and function of proteins and their corresponding interaction with lipids, carbohydrates, and nucleic acids. Primary and secondary literature sources, assigned essays, problem sets, and computer 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: Staff

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.

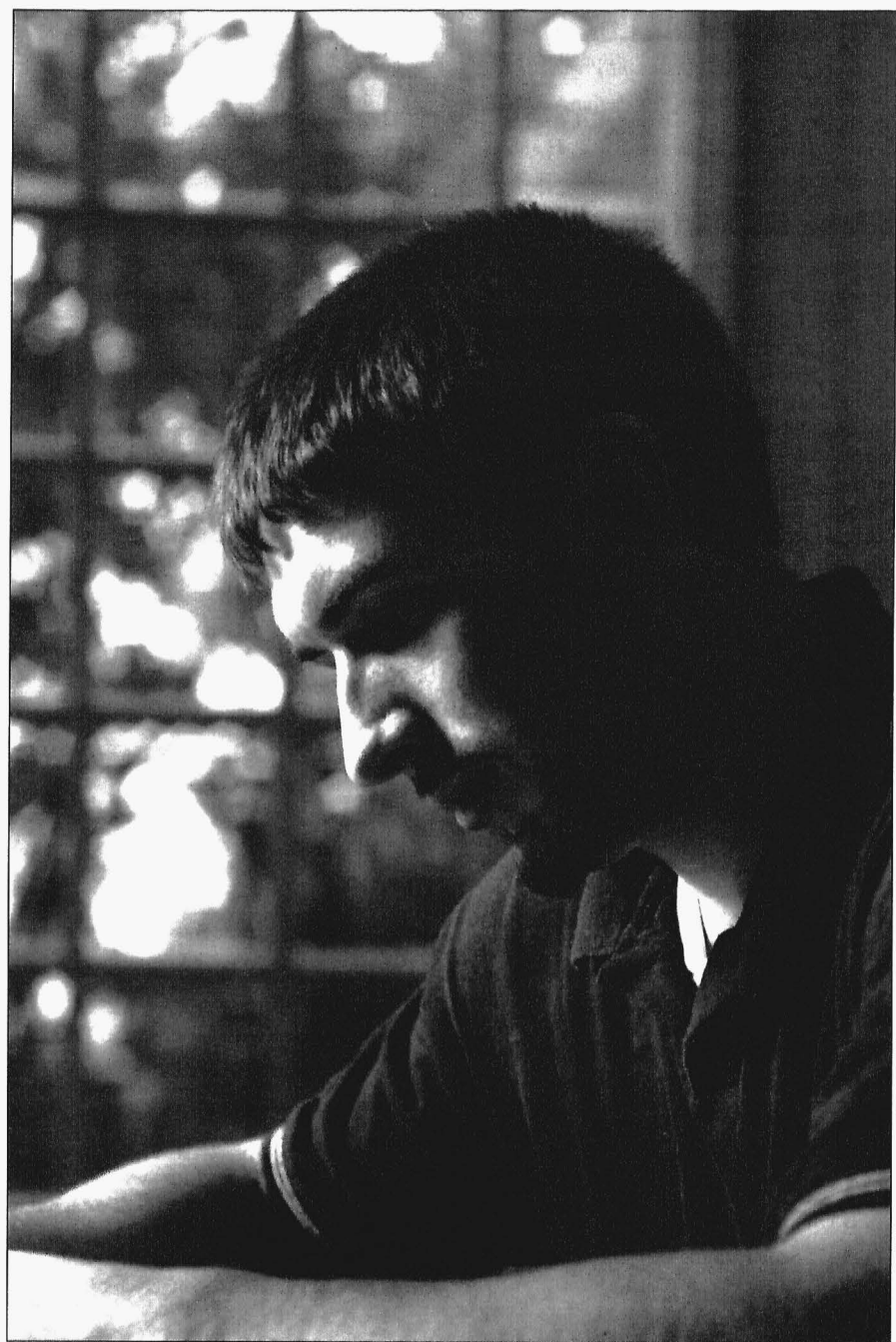
OXS 481. Research I. 4 (2) cr. hrs.

OXS 482. Research II. 4 (2) cr. hrs.

OXS 495. Molecular Biology Synthesis. 8 (4) cr. hrs.

Tutor: Judith A. Dिल्s, Professor of 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.



Physical Education

Physical Education

Professor Nadler, chair; Assistant Professors L. Hamilton, L. Holley; Instructors D. Bassore, F. Albitz, L. Chappel, C. Cissell, J. Cress, S. Cooper, M. Hendershot, E. Hornback, S. Lucito, L. Munger.

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 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 125 Functional Strength Training#	1.0
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
Boxing Aerobics	1.0
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
Yoga	1.0
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.

Requires concurrent enrollment in PED 325

*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.

Physical Education

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 area from the list on page 78 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 125 Functional Strength Training	1
PED 261 Prevention and Treatment of Athletic Injury	2
PED 280 Sport Science	2
PED 325 Integrated Functional Training	2
PED 410 Internship in Coaching	2

And at least two of the following:

PED 339 Analysis of Coaching Swimming and Diving	2
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PED 394 Analysis of Coaching Cheerleaders and Dance Teams	2
PED 395 Analysis of Coaching Football	2
PED 396 Analysis of Coaching Basketball	2
PED 397 Analysis of Coaching Baseball 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 125 Functional Strength Training	1
PED 155 Introduction to Recreation and Sport	2
PED 280 Sport Science	2
PED 290 Field Experience in Recreation and Sport	2
PED 325 Integrated Functional Training	2
PED 390 Facilities and Equipment in Recreation and Sport	2
PED 490 Internship in Recreation/Sport	6
BUS 231 Business Law	3

Physical Education

COURSES

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. hrs.

A general orientation for students planning careers in recreation or sport management.

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.

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.

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.

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.

300. Physiology of Exercise. 2 cr. hrs.

A study of systemic functions in the human body under the stress of physical activity.

325. Integrated Functional

Training. 2 cr. hrs.

A study of functional anatomy and biomechanics that will aid coaches, health care professionals, and individuals interested in personal training set up conditioning programs for sports and daily living. Requires concurrent enrollment with PED 125.

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.

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.

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.

392. Kinesiology. 2 cr. hrs.

A study of the anatomical and mechanical bases for movement.

394. Analysis of Coaching Cheerleaders

and Dance Teams. 2 cr. hrs.

Fundamentals and techniques of teaching the gymnastic and rhythmic activities associated with cheerleading and dance teams.

395. Analysis of Coaching Football. 2 cr. hrs.

Techniques of conditioning, methods of motivation, and strategies of coaching varsity football.

Physical Education

396. Analysis of Coaching

Basketball. 2 cr. hrs.

Techniques of conditioning, methods of motivation, and strategies of coaching varsity basketball.

397. Analysis of Coaching Baseball

and Softball. 2 cr. hrs.

Techniques of conditioning, methods of motivation, and strategies of coaching varsity baseball and softball.

398. Analysis of Coaching

Track and Field. 2 cr. hrs.

Techniques of conditioning, methods of motivation, and strategies of coaching varsity track and field.

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.

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.

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.

499. Independent Study in

Physical Education. 1-6 cr. hrs.

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

Physics/Astronomy

Physics and Astronomy

*Professor P. Bunton, chair; Wallace A. Hilton
Professor C. D. Geilker; Associate Professor
D. B. Baker.*

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 rec-

ommended. 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 human understanding of our 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.

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).

Physics/Astronomy

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.)

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. Fall semester, even number years.

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. Fall semester, even number years.

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. Spring semester, odd number years.

323. Optics Laboratory. 1 or 2 cr. hrs.

To follow or accompany PHY 322. Three hours laboratory work per week for each credit hour. Spring semester, odd number years.

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,

Physics/Astronomy

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 Classical Mechanics 4 cr. hrs.
An intermediate course in classical mechanics. This course begins with a critical discussion of Newton's laws of motion. Other topics include conservative forces, the forced harmonic oscillator, complex number application to the solution of linear differential equations, Fourier Series applications, vector algebra, elements of vector analysis, integration and differentiation of vectors, motion under a central force, coupled harmonic oscillators, rotating coordinate systems, LaGrange's equations, and an introduction to tensors. Offered fall semester.

444 Quantum Mechanics 4 cr. hrs.

This course is designed to follow 443. The concept of a wavefunction is introduced via solution of the Schrodinger equation. The Schrodinger equation is solved for numerous examples including an infinite square well, a harmonic-oscillator potential, a delta-function potential, and a finite square well. A rigorous development of the hydrogen atom extends the treatment of quantum-mechanical systems to three dimensions. Approximation methods include perturbation theory, the variational principle, the WKB approximation, the adiabatic approximation, and scattering. Offered spring semester.

Political Science

Political Science

*Assistant Professor A. Holiman, chair;
Associate Professors G. Armstrong, R. Staal.*

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 431 (1 credit hour) attached to their overseas study experience. This will normally be a small research project whose topic will flow from their choice of the overseas program, with some research to be completed overseas.

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.

Political Science

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, 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,

Political Science

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 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 interdisciplinary program. Topics vary; past topics have included "Realism and Anti-Realism" and "Just War and the Gulf War." Political Science majors may enroll with the instructor's consent.

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.

Political Science

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 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

Professor P. Schoenrade, chair; Professors R. Owens, R. Troutwine; Associate Professor S. Sumerall.

Basic Psychology (PSY 211) is a prerequisite for all other courses in the department.

The psychology department offers a 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. We endeavor to teach and apply the discipline of psychology so that our Creator is honored.

Introductory courses lay the groundwork for an understanding and overview of psychology's major areas. Higher numbered courses typically delve into one or two key areas introduced in the entry course. The Senior Seminar, a capstone course, returns to a unified and integrated perspective.

A number of psychology majors continue their education in graduate school, working toward a master's or doctoral degrees. To this end, the department strives to prepare students for the rigors of graduate study.

The psychology curriculum strives to balance theoretical and practical dimensions by providing the opportunity for more specialized experiences through Independent Studies or internships. Students have the option of participating in a community mental health intervention program.

The 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

Psychology

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 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 is given to DSM diagnostic categories 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 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 of human nature 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

Psychology

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 based upon demand and enrollment.

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.

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 pro-

fession 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 & Philosophy

Religion and Philosophy

*Religion Faculty: Professor B. Chance, chair;
Professor M. Horne; Assistant Professor S. Holt.*

*Philosophy Faculty: Professor R. Morris;
Assistant Professor E. Sperry.*

W. D. JOHNSON DEPARTMENT OF RELIGION AND PHILOSOPHY

Religion

Students who major in religion will earn 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 that 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 Education 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 satisfactory 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 that may be counted as part of general education 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

Strongly recommended optional course: REL 100

Foundational studies:

REL 110. Note: The requirement that students in this track take one course from among GEN 203, 204, 275, or 280 is suspended. The suspension of this requirement is retroactive to 2000-2001, the first year of the requirement.

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

Strongly recommended optional course: REL 100

Foundational course:

REL 110. Note: The requirement that students in this track take one course from among GEN 206, 208, 234, or 278 is suspended. The suspension of this requirement is retroactive to 1999-2000, the first year of the requirement.

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.

Religion & Philosophy

COURSES

100. Introduction to the Religion Major.

1 cr. hr.

This elective course allows students to explore the religion major at William Jewell. In addition to overviewing the requirements of the major, the course will introduce students to the academic study of the Bible and to religious traditions for which the Bible has proven formative (Judaism, Christianity, and Islam). Developmental in its approach, the course allows students to engage issues through journal writing, reflective essays, class discussion, and interaction with all religion faculty through listserve communication. An upper-level religion major will facilitate class discussion. The supervising professor will directly oversee the assessment of students' written assignments. Every Fall.

110. Introduction to the Bible.

4 cr. hrs.

This course is an introductory reading of portions of the Bible selected to provide the student with a basic understanding of the historical, theological, and literary impulses that contributed to its origins and shape its meaning today. Every Fall. Spring semesters on occasion.

235. History and Methods of Biblical Interpretation.

4 cr. hrs.

This course examines the history of biblical interpretation, beginning with Jewish interpretations of biblical traditions and culminating with modern and postmodern approaches to interpreting the Bible as a historical, literary, and theological text. Prerequisite for majors: REL 110. Every Year.

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. Alternating years.

271. Religions of Asia and Native America.

4 cr. hrs.

A study of Hinduism, Buddhism, traditional Chinese and Japanese religions, and representative indigenous religions of Native America. Our study will assist in the understanding of each religion as a way of life by looking at such things as rituals, customs, and sacred objects, 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 examines separately the historical development of Judaism, Christianity, and Islam and then moves to historical and contemporary comparisons among these three great monotheistic religions. The study also explores the significant instances of intellectual and textual cross-fertilization that has shaped the development of these religions. Visits to representative places of worship will be part of the learning experience. Prerequisite: REL 110 for majors; GEN 100 for all students. Alternating years.

305. New Testament Interpretation.

4 cr. hrs.

305G. The Gospels.

305P. The Pauline Epistles

305T. New Testament Theology and Ethics

A close reading of selected NT texts, depending on the precise subject matter of the semester's topic. Attention will be given to the skills necessary to read the NT 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

Religion & Philosophy

course is driven by a systematic reading of biblical materials, it also integrates reflections on current issues, as well as the study of various critical approaches to the interpretation of biblical texts. Prerequisites: REL 110 and 235 for majors. Alternating years.

308. Earth Ethics

4 cr. hrs.

This course will explore various perspectives on nature and the relationship of humanity to nature. It will consider how world religions have been instrumental in formulating views of nature and in creating perspectives on how the human being relates to nature. The examination of different religious worldviews may be critical to understanding the current environmental crisis and may also provide possible solutions. While no one religious tradition or philosophical perspective may have an ideal solution to this crisis, different traditions may contribute significantly to a global discussion. Prerequisite: 100-200 level requirements for majors; GEN 100 for all students. 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. 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.

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 investigates the role archaeology has played in the modern interpretation 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; GEN 100 for all students. 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 and religion. The course regularly explores the contemporary relevance of issues studied. Prerequisite: 100-200 level courses for majors; GEN 100 for all students. May serve as capstone course. Alternating years.

455. Independent Studies.

1-4 cr. hrs.

Independent studies in a selected area according to the interest and ability of the student, including a teaching practicum. May be accomplished in an off-campus project or honors program with prior approval of the department. A formal written summary of the project findings will be submitted.

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.

Religion & Philosophy

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. 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 normative issues including theories of justice, equality, the structure and content of rights, responsibility, and punishment. Students will read classic works by Aquinas, Marx, and Mill, as well as contemporary writings by Hart, Dworkin, Fuller,

Religion & Philosophy

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 protection 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.

Religion & Philosophy

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.

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 meta-narratives," 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.

Christian Related Vocations (Church Ministries Practicum)

Chaplain Bill Davis, Director

The Church Ministries Practicum is a scholarship program designed especially for the preparation of future ministers, vocational or otherwise, and involves the supervised practical application of learned ministry skills and theory.

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

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

Interested students must be nominated by their local church to receive this CRV grant. Nomination forms are available in the Chaplain's office 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 Chaplain, director of the C. H. Spurgeon Center for Christian Ministry.

Religion & Philosophy

2) Successfully complete one religion class each year they are in the program, including REL 110, and one course from the Sacred and Secular category in General Education.

Exemptions: Students completing a major in Religion do not have to take a course in Sacred and Secular. Music majors may fulfill the requirement by taking REL 110, a Sacred and Secular course, and may substitute for their remaining religion classes any two of the following courses: MUS 341 History of Western Music, MUS 343 Church Music Administration, or MUS 344 Hymnody. (Music courses taken to satisfy this requirement may not substitute for course requirements listed in no. 5 below.)

3) Successfully complete CRV 201 Introduction to Ministry Skills during their first Fall semester in the program.

4) Successfully complete CRV 203 Ministry Internship during their sophomore or junior year.

5) Successfully complete any two classes chosen from CRV 205 or any one of the following music courses: MUS 260, 345, or 371. (Music courses taken to satisfy this requirement may not substitute for course requirements listed in no. 2 above.)

6) Maintain active membership in Sigma Epsilon Pi, a student organization that teaches ministry skills.

7) Maintain active involvement in ministry on campus through a CSM Ministry Team.

8) Participate in a weekend ministry team at least one weekend per semester or be employed in a local Christian ministry or church.

9) Be an active member in a local church.

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 project to put into action

the skills learned in class. This course is required of all students receiving the CRV scholarship. Elective credit only.

CRV 203. Ministry Internship.

2 cr. hrs.

This course is designed to give students practical experience in church-related vocations and provide support and encouragement for students in these ministry settings. The course is required for all students receiving the CRV scholarship and may be repeated for a spring semester. Prerequisite: successful completion of REL 110 or 111. Elective credit only.

CRV 204. Campus Ministry

Internship.

1/2 cr. hr.

This course is designed to give students practical experience in ministry to their peers within a structure of support and teaching in the field of pastoral care. This course is required for all students involved in the Christian Student Ministries' Shepherd Ministry. Prerequisite: permission of the instructor. May be repeated. Elective credit only.

CRV 205. 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. CRV 203 is the recommended pre- or co-requisite course for CRV 205 courses. Elective credit only.

205A: World Missions.

A study of the theology and practice in the Christian world mission with emphasis on the success and failure of the Christian missionary when confronting various world cultures and religions. Elective credit only.

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 North American 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.

Religion & Philosophy

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 of youth. Prerequisites: beginning Religion course (110 or 111) and GEN 101. Elective credit only.

205J: Preaching and Worship Leadership.

Since worship and proclamation are hall marks of the Christian faith, this course is provided to acquaint students with the skills necessary for effective leadership in these areas. Public prayer, scripture reading, devotions and sermons will be covered.

Organizing and implementing worship experiences will be highlighted with opportunities provided for practical implementations of skills learned. Prerequisites: beginning Religion course (110 or 111) and GEN 101. Elective credit only.

205K: Legal Issues in Christian Ministry.

A study designed to acquaint students with the legal issues associated with Christian ministry. This class provides a framework for dealing with issues liability, sexual abuse, copyright laws, employment considerations, and other expectations of the justice system. This course is offered on demand. Elective credit only.

205L: Deaf ministry.

This learning experience focuses on deaf ministry with particular attention to communication sign language. This course is offered on demand. Elective credit only.

Service Learning

Service Learning

Christine Henson, director

Service Learning at William Jewell College is under the direction of the Midwest Center for Service Learning and Women's Issues. The Service Learning Program is a series of electives open to **all** students designed to encourage students to learn and develop through active involvement in organized community service.

Students participate in experiential learning in the community to enhance what is taught in the classroom. In each course students encounter human needs, analyze the conditions creating problematic situations, perform actual service, and evaluate the service activity. In addition, the service learning experiences provide students with opportunities to use newly acquired knowledge and skill in real life situations.

Students interested in discussing and better understanding human needs and suffering through a variety of service opportunities, programs, and ministries are encouraged to take service learning classes. Each class will emphasize serving, reading, reflection, and writing.

Students may complete the **Service Learning Certificate Program** by completing the three courses listed below. (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 Midwest Center for Service Learning and Women's Issues.

101. Meeting Human Needs and Alleviating Suffering. 2 cr. hrs.

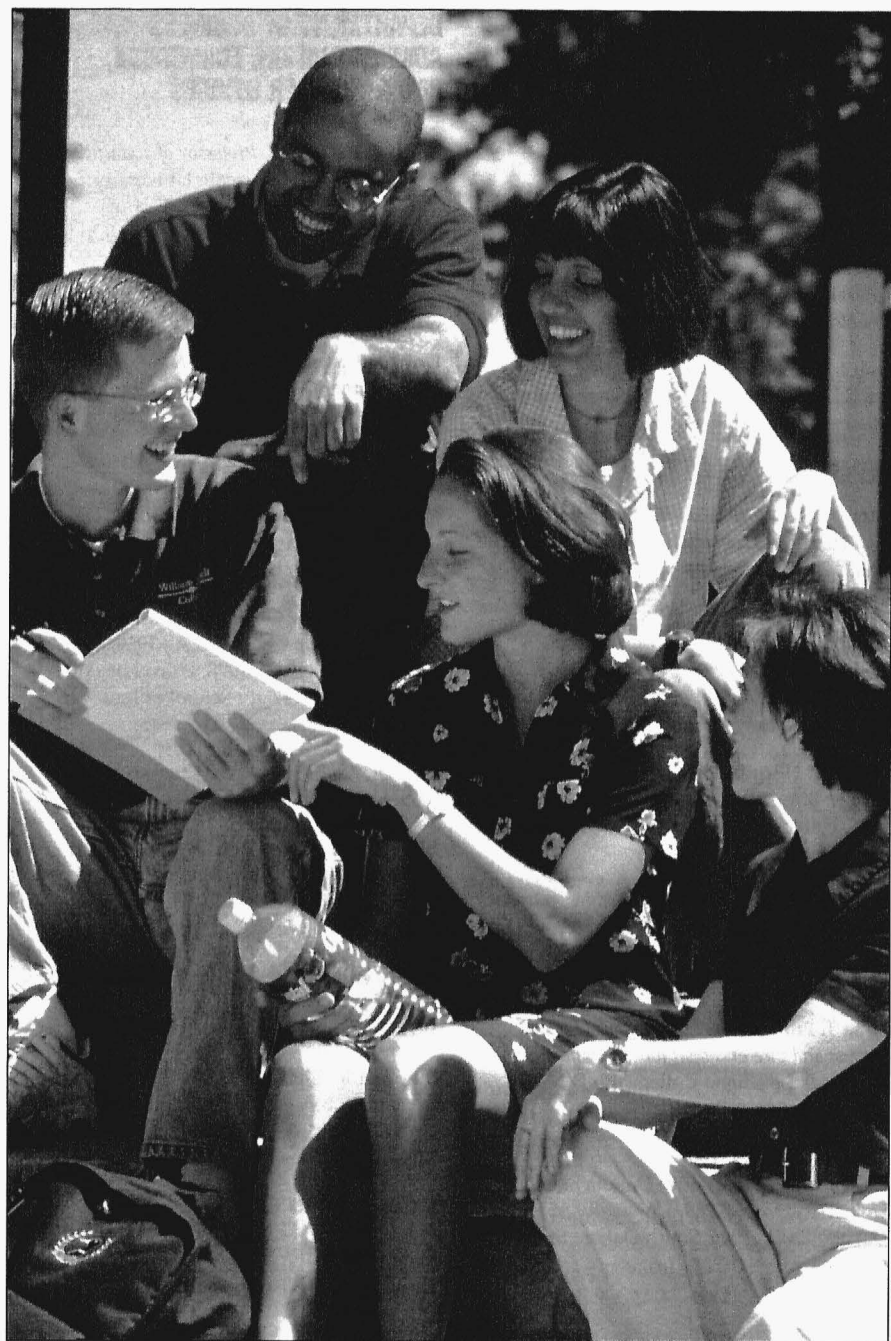
This course examines a variety of human and social conditions that disrupt healthy, joyful, meaningful, and satisfying lives. Various community-based services will be explored to better understand their strategies

and impact on meeting human needs. Special attention will be given to career and volunteer opportunities in the non-profit sectors of society. Students will be involved in group and individual community service during the semester. This course will satisfy service learning scholarship requirements. 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 injustice. Special attention will be given to various perspectives about service through the study of non-profit organizations (Habitat for Humanity), individual service models (Martin Luther King, Jr. and Dorothy Day), and students' individual strengths and resources. Students will be involved in group and individual community service during the semester. Prerequisite: SVL 101 or permission of the Instructor.

103. Service Learning Internship. 2 cr. hrs.
This internship allows students to become engaged in community service pertaining to a social concern of their own choice. Interns will work directly for a minimum of 80 clock hours with a non-profit agency or organization toward fulfilling defined learning competencies. Internships may also include certain overseas or domestic service learning trips. 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 reflecting, reading and writing about the internship experience. Prerequisite: SVL 101 and SVL 102 OR permission of the Instructor.



College Personnel

Faculty of Instruction 2000-2001

Date after name indicates year of first appointment.

DEPARTMENT OF ART

Nano Nore, 1988, *Professor of art and chair*. 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.

Rob L. Quinn, 2000, *Assistant professor of art*. B.S.Ed., 1978, M.S.Ed., 1990, Northwest Missouri State University.

DEPARTMENT OF BIOLOGY

Tara J. Allen, 2000, *Assistant professor of biology*. B.S., 1996, University of Evansville; Ph.D., 2000, University of Missouri-Columbia.

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

Daniel P. Heruth, 1995, *Associate professor of biology*. B.A., 1983, Augustana College; Ph.D., 1988, University of South Dakota, School of Medicine.

Paul D. Klawinski, 2000, *Assistant professor of biology*. B.S., 1988, M.S., 1991, Stephen F. Austin State University; Ph.D., 1996, University of Texas-Arlington.

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.

Chad M. Scholes, 2000, *Associate professor of biology*. B.S., 1985, South Dakota State University; M.A., 1989, University of South Dakota; Ph.D., 1996, South Dakota State University.

DEPARTMENT OF BUSINESS ADMINISTRATION, ECONOMICS, AND COMPUTER STUDIES

Linda J. Bell, 1985, *Professor of accounting*. B.S., 1979, Fort Hays State University; M.B.A., 1984, University of Missouri-Columbia; C.P.A., Missouri, 1983. (On leave of absence 2000-01.)

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 and co-chair*. B.A., 1969, M.A., 1973, University of Chicago; Ph.D., 1983, Vanderbilt University.

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 L. G. 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.

Walter J. Rychlewski, 1998, *Professor of computer science*. B.S., 1969, M.S., 1970, Ph.D., 1975, University of Missouri-Columbia.

Stephen K. Shaw, 1999, *Assistant professor of economics*. B.A., 1983, Wichita State University; M.A., 1987, University of Missouri-Kansas City.

J. Gregg Whittaker, 1999, *Associate professor of economics and co-chair*. B.S., 1981, Colorado State University; M.S., 1983, Ph.D., 1988, University of Wisconsin-Madison.

College Personnel

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

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, *Assistant professor of 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., 1999, Florida State University.

Nathan A. Wyman, 1998, *Instructor in communication*. B.A., 1995, William Jewell

College; M.F.A., 1998, Northern Illinois 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, *Associate 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.

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.

Daresa H. Voss, 1999, *Associate Professor of education and chair*. B.S., 1972, McMurry College; M.Ed., 1974, Ed.D., 1997, Texas Tech 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. (On leave of absence 2000 - 01)

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; M.A., 1962, University of

College Personnel

Arkansas; Ph.D., 1970, University of Nebraska.

Richard L. Harriman, 1962, *Associate professor of English, and director of the Harriman 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 H. Munro, 1978-79, 1981, *Professor of English and chair*. B.A., 1965, University of Victoria, British Columbia, Canada; Ph.D., 1976, University of Texas-Austin.

Sarah E. 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; Certified Developmental Education Specialist, 1998, Kellogg Institute, Appalachian State University.

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.

Mark J. 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, *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 (and acting chair, spring semester)*. B.A., 1969, B.A., M.A., 1971, University of Missouri-Kansas City; Ph.D., 1978, Louisiana State 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.

DEPARTMENT OF LANGUAGES

Marc A. 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.

Ruth E. Heath, 1998, *Assistant professor of modern languages*. B.A., 1984, Houghton College (NY); M.A., (French) 1986, Bowling Green; Ph.D., 1999, Indiana University.

Ruth A. Kauffmann, 1997, *Associate 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; M.A., 1988, Ph.D., 1994, Indiana University.

Daniel R. Treber, 2000, *Associate Professor of Spanish*. B.A., 1986, Earlham University; M.A., 1990, Ph.D., 1995, Yale University.

College Personnel

John Westlie, 1985, *Professor of French and chair, senior tutor of the oxbridge honors program, and director of overseas studies.* 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.

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, 1964, *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

Lawrence Anthony Brandolino, 2000, *Associate professor of music.* B.M., 1980, M.M., 1982, Northwestern University; D.M.A., 1997, University of Missouri-Kansas City.

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, *Associate professor of music.* B.M.E., 1961, Howard College; M.C.M., 1964, Southwestern Baptist Theological Seminary; Ph.D., 1997, University of Oklahoma.

Sandra J. 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 studies.* B.M., 1962, Howard College (Samford University); B.C.M., 1964, M.C.M., 1965, D.M.A., 1976, Southern Baptist Theological Seminary.

Rebecca L. Folsom, 1998, *Assistant professor of music.* B.M., 1989, University of Texas-Arlington; M.M., 1991, D.M.A., 1997, University of Missouri-Kansas City.

Calvin C. Permenter, Jr., 1980, *Associate 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,

College Personnel

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.

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, *Associate 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.

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. Ellis Fletcher, 1994, *Assistant professor of nursing*. B.S.N., 1972, Avila College; M.S.N., 1989, University of Missouri-Kansas City.

Nelda Schwinke Godfrey, 1984, *Associate professor of nursing*. B.S.N., 1977, University of Missouri-Columbia; M.N., 1980, University of Kansas; Ph.D., 1999, University of Missouri-Columbia.

Joanne L. 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, *Assistant professor of 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.

Cristine A. Roberts, 2000, *Instructor in Nursing*. B.S.N., 1976, University of Kansas; M.S.N., 1981, University of Utah; further study, University of Missouri-Kansas City.

James D. Waterman, 1996, *Assistant professor of 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 PHYSICAL EDUCATION

Frankie L. Albitz, 1996, *Instructor in physical education and head volleyball coach*. B.S., 1967, Northeastern State College (Oklahoma); M.S., 1969, Oklahoma State University.

Linda R. Chappell, 1998, *Instructor in physical education and spirit coordinator*. B.A., 1970, Central Missouri State University; M.A., 1987, University of Missouri-Kansas City.

Christopher S. Cissell, 1999, *Instructor in physical education and soccer coach*. B.A., 1994, William Jewell College.

Sean R. Cooper, 1999, *Instructor in physical education and track coach*. B.S., 1996, M.S., 1998, Central Missouri State University.

Jill D. Cress, 1996, *Instructor in physical education and head women's basketball coach*. B.A., 1993, Northwestern College; M.A., 1996, University of Missouri-Kansas City.

College Personnel

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.

Michael W. Hendershot, 1998, *Instructor in physical education and soccer coordinator.* B.S., 1979, Evangel College.

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 head softball coach.* B.S., 1991, William Jewell College; M.S.S., 1993, United States Sports Academy.

Gary L. Linn, 2000, *Instructor in physical education, offensive coordinator in football.* B.A., 1994, Upper Iowa University.

Steve Lucito, 1998, *Instructor in physical education, head track and field and cross country coach.* B.S., 1974, Missouri Valley College; M.S.Ed., 1980, Northwest Missouri State University.

Larry R. Munger, Jr., 2000, *Instructor in physical education and head athletic trainer.* B.S.E., 1995, University of Kansas-Lawrence; M.S., 1997, Arizona School of Health Sciences.

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.

David G. Rash, 2000, *Instructor in physical education, defensive coordinator in football.* B.S., 1993, Central Missouri State University; M.S., 1998, Bemidji State University.

DEPARTMENT OF PHYSICS

D. Blane Baker, 1999, *Assistant professor of physics.* B.A., 1986, William Jewell College; M.A., 1990, Ph.D., 1993, Washington University.

Patrick H. Bunton, 2000, *Professor of physics and chair.* B.A., 1984, East Tennessee State University; M.S., 1987, Ph.D., 1990, Vanderbilt University.

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

DEPARTMENT OF POLITICAL SCIENCE

Gary T. Armstrong, 1992, *Associate 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

C. Ray Owens, 1983, *Professor of psychology.* B.S., 1975, Houston Baptist University; M.A., 1977, University of Houston at Clear Lake City; Ph.D., 1984, Utah State University.

Patricia A. Schoenrade, 1989, *Professor of psychology and chair.* B.A., 1981, Purdue

College Personnel

University; M.A., 1984, Ph.D., 1986,
University of Kansas.

Scott W. Sumerall, 2000, *Associate professor of psychology*. B.S., 1982, M.A., 1983, Truman State University; Ph.D., 1993, University of North Dakota.

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 AND PHILOSOPHY

J. Bradley Chance, 1982, *Professor of religion and chair; 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.

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.

Sally Smith Holt, 1999, *Instructor in general education and religion*. B.A., 1991, William Jewell College; M.Div., 1994, Southern Baptist Theological Seminary; M.A., 1997, Ph.D., 2001, Vanderbilt University.

Milton P. Horne, 1986, *Professor of religion and associate dean for general education*. B.A., 1979, University of Missouri-Columbia; M.Div., 1983, Midwestern Baptist Theological Seminary; D.Phil., 1989, University of Oxford.

Randall C. Morris, 1993, *Professor of philosophy*. B.A., 1982, M.A., 1986, D. Phil., 1987, University of Oxford.

Elizabeth A. Sperry, 1996, *Assistant professor of philosophy*. B.A., 1985, Houghton College; M.A., 1991, Ph.D., 1997, University of Notre Dame.

SERVICE LEARNING

N. Christine Henson, 1998, *Director of the midwest center for service learning and women's issues*. B.S., 1975, Mercer University; M.Div., 1991, Ph.D., 1995, Southern Baptist Theological Seminary.

Adjunct Faculty 2000-2001

Laurie Carlson Accardi, *Adjunct instructor in English*.

Will W. Adams, *Adjunct instructor in physical education*.

Linda Armstrong, *Coordinator of the William Jewell Society for the Pew Younger Scholars Program*.

Honore Ashcraft, *Adjunct instructor in business administration*.

Sherrill Aubrey, *Adjunct instructor in nursing*.

Maria Angeles Aviles Espejo, *Spanish assistant*.

Nancy Baker, *Adjunct instructor in nursing*.

Mark Ball, *Adjunct instructor in music*.

Suzanne Barrett, *Adjunct instructor in computer studies*.

Ginny Boyer, *Adjunct instructor in general education*.

Cathy Broski, *Adjunct instructor in art*.

Elaine Brown, *Adjunct instructor in music*.

Beverly Burden, *Adjunct instructor in nursing*.

Caughron, Alietia K., *Adjunct instructor in general education and mathematics*.

Lauren Chapin, *Adjunct instructor in art*.

College Personnel

Phyllis Chatlos, *Adjunct instructor in education.*

Jean Cooper, *Medical technology program.*

Randall Cunningham, *Adjunct instructor in music.*

Paula Marie Daub, *Adjunct instructor in physical education.*

Craig Deaver, *Adjunct instructor in education.*

Ray DeMarchi, *Adjunct instructor in music.*

Katy Pat Dorsey, *Adjunct instructor in education.*

Julie J. Dunn, *Adjunct instructor in art education.*

Chris Fairbanks, *Adjunct instructor in physical education.*

Steve Fleming, *Adjunct instructor in education.*

James Grimm, *Adjunct instructor in music.*

Kevin Guthrie, *Adjunct instructor in physical education.*

Jeanine Haistings, *Adjunct instructor in education.*

Thomas T. Hall, *Adjunct instructor in Japanese.*

Jim Hammen, *Adjunct instructor in education.*

Jennifer Hays, *Adjunct instructor in communication.*

Juarene Hester, *Adjunct instructor in education.*

Chris Hill, *Adjunct instructor in physical education.*

R. G. Huff, *Adjunct instructor in music.*

Dennis Jirkovsky, *Adjunct instructor in accounting.*

Jodi L. Johnson, *Adjunct lecturer in religion and philosophy.*

Tracey Johnson, *Adjunct instructor in music.*

Brenda Krier, *Adjunct instructor in physical education.*

Janet Larison, *Adjunct instructor in computer studies.*

Felicia LeBeaudour, *French assistant.*

Pamela Lockard, *Adjunct instructor in business administration.*

Shihui Nettie Ma, *Adjunct instructor in music.*

Deborah Maltby, *Adjunct instructor in English.*

Shelley Manley, *Adjunct instructor in music.*

Jerry Mathews, *Adjunct instructor in physical education.*

Stephanie Mayden, *Adjunct instructor in physical education.*

Connie McNeill, *Adjunct instructor in religion.*

Linda McDonnal, *Adjunct instructor in English.*

Leslie Mengel, *Adjunct instructor in music.*

Mark M. Miller, *Adjunct instructor in art.*

Otis Miller, *Distinguished service professor in business administration.*

Jimmy P. Mohler, *Adjunct instructor in business administration.*

Jennifer Myers, *Adjunct instructor in communication.*

Charles J. Newlon, *Distinguished service professor of physical education.*

Hollie L. Novy, *Adjunct instructor in business administration.*

Victoria Olson, *Adjunct instructor in music.*

Ann Posey, *Adjunct instructor in music.*

Dave Randall, *Adjunct instructor in physical education.*

College Personnel

Mike Reuck, *Adjunct instructor in physical education.*

Don Riddle, *Adjunct instructor in music.*

Pauline Peck Riddle, *Distinguished service professor of music.*

Meribeth Risebig, *Adjunct instructor in music.*

Martha Risser, *Adjunct instructor in music education.*

Kirby Roach, *Adjunct instructor in education.*

Deitra Rutledge, *Adjunct instructor in biology.*

Deborah Reed Scarfino, *Adjunct instructor in business administration.*

David Schudel, *Adjunct instructor in computer studies.*

Steve Seward, *Adjunct instructor in music.*

Kevin Shaffstall, *Adjunct instructor in Pryor Leadership Program.*

Ann Marie Shannon, *Distinguished service professor of English.*

Kim Shope, *Adjunct instructor in physical education.*

Debra L. Spence, *Adjunct instructor in business administration.*

Mark Stivers, *Medical technology program.*

Shawn Stogsdill, *Adjunct instructor in political science.*

Alice Tabb, *Adjunct instructor in writing.*

Kathleen Tacelosky, *Adjunct instructor in languages.*

Jim E. Tanner, *Distinguished service professor of English.*

Gail Ann Thompson, *Adjunct instructor in communication.*

Carol D. Wagner, *Adjunct instructor in nursing.*

Lori A. Wetmore, *Adjunct instructor in chemistry.*

Toni A. Willett, *Adjunct instructor in education.*

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.*

Edgar R. Chasteen, *Professor of sociology and anthropology and chair, 1965-1995.*

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

Fred E. Flook, *Assistant professor of physical education, and baseball coach, 1962-1970; 1975-2001.*

Darrel W. Gourley, *Associate professor of physical education, and golf coach, 1958-1991.*

Douglas J. Harris, *Professor of religion and Greek, 1966-1980.*

William A. Henning, *Professor of French and chair, 1989-1999.*

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

David Busch Johnson, *Professor of art and chair, 1970-2000.*

Jeanne Johnson, *Professor of nursing and chair, 1973-1996.*

Otis E. Miller, *Professor of economics, 1978-1998.*

David O. Moore, *Professor of religion and chair, 1956-1986.*

College Personnel

Officers of the College 2001-2002

Faye E. Moore, *Professor of education and chair*, 1979-1999.

James A. Nelson, *Professor of physical education*, 1950-1990.

Charles E. J. Newlon, *Associate professor of biology*, 1956-1997.

John L. Philpot, *Professor of physics*, 1962-2000.

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.

Catherine Vera, *Professor of modern languages*, 1974-2000.

Burdette L. Wagenknecht, *Professor of biology and chair*, 1968-1991.

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

Tom H. Willett, *Professor of communication and chair*, 1967-1996.

Lisa D. Calvert, CFRE, 2000, *Vice president for institutional advancement*. B.S., Oklahoma State University, 1983.

William H. Davis, 1999, *Chaplain and vice president for religious ministries*. B.A., University of North Carolina, 1972; teaching certification, North Carolina secondary education, 1975; Master of Divinity, Southwestern Baptist Theological Seminary, 1981; graduate work in Public Administration, Southwest Missouri State University.

Sandra M. Hader, 1973, *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.

Ron Dempsey, 2001, *Vice president for finance and administration*. B.A., B.S., Oklahoma Baptist University.

Chad Jolly, 1994, *Dean of enrollment*. A.B., 1994, William Jewell College; M.A., 1997, St. Louis University; Ph.D., 2001, University of Missouri-Kansas City.

Nina T. Pollard, 1997, *Provost and vice president for academic affairs*. B.S., Louisiana College, 1962; Ph.D., University of Louisville, 1970.

David L. Sallee, 2000, *President*. B.A., Oklahoma Baptist University, 1973; M.S., Pittsburgh State University, 1976; Ph.D., University of Oklahoma, 1993.

W. Christian Sizemore, 1994, *Chancellor*. 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.

Richard P. Winslow, 1996, *Acting Dean of Students*. B.A., 1995, William Jewell College.

College Personnel

Administrative Staff 2001-2002

Tim R. Ackerman, 1991, *Marketing manager of the Harriman Arts Program.* B.S., 1989; M.S., 1991, Central Missouri State University.

Paul Alexander, 1999, *Director, Residence Hall* B.A., 1999, William Jewell College.

Colleen Amos, 1992, *Assistant director of career services.* B.A., 1979, William Jewell College.

Ruth Ann Anderson, 1976, *Bookstore manager.*

Samantha Anderson, 2000, *Admission counselor.* A.B., 2000, William Jewell College.

Susan J. Armstrong, 1978, *Director of student financial planning.* A.B., 1984, William Jewell College; M.B.A., 1987, Rockhurst College.

B. Darlene Atkinson, 1980, *Central services.* B.S., 1987, William Jewell College.

Elaine M. Barnes, 1987, *Registrar.* B.S., 1972, University of Kansas.

Suzanne M. Barrett, 1986, *Learning Resource Center coordinator.* B.S., 1983; M.L.S., 1985, Central Missouri State University.

Marty Blankenship, 1998, *Executive director of college relations and marketing.*

Norman Boos, 1989, *Associate director of facilities management.*

Karen Brink, 2000, *Director of Human Resources,* B.S., Park University, 1981.

William F. Brown, 1999, *Director of Creative Services/Webmaster.* B.A., 1994, William Jewell College.

Rachelle Brown, 1996, *Director of Transfer Enrollment.* B.S., 1993, Northwest Missouri State University.

Sandra Jo Burke, 1995, *Administrative assistant to the president.*

Phillip Castleberry, 2001, *Director of Annual Fund.* B.A., 2000, Central Missouri State University.

John W. Cain, 1985, *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, 1982, *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.

Harry Cook, 1995, *Director of new media.* B.S., 1995, William Jewell College.

Colin Deller, 1996, *Security supervisor, private security training.*

Larry J. Dickerson, 1980, *Director of information services and networking.* A.B., 1976, William Jewell College; M.Div., 1980, Yale University.

Connie Dixon, 1998, *Administrative assistant to the director of facilities management.* B.S., 1975, Northwest Missouri State University.

Robert A. Eisele, 1989, *Director of communications.* B.A., University of Missouri-Kansas City, 1975; M.A., Webster University, 1992.

James Everett, 2001, *Network Administrator.* B.A., 2001, William Jewell College.

Tim Everly, 2001, *Admission counselor.* A.B., 1994, William Jewell College.

Sheryl Ferguson, 2000, *Director, Residence Hall.* B.A., 1999, William Jewell College.

David M. Fulk, 1985-1991; 1993, *Director of stewardship.* A.B., 1985, William Jewell College; M.R.E., 1990, Midwestern Baptist Theological Seminary.

Helen L. Gillespie, 1983, *Accountant/business office manager.* B.S., 1977, William Jewell College.

College Personnel

Jason Groves, 2001, Admission counselor. A.B., 1996, William Jewell College.

Rick Hankins, 1997, Director, Residence Hall. B.A., 1997, William Jewell College.

Richard L. Harriman, 1962, Director of the Harriman Arts Program. A.B., 1953, William Jewell College; M.A., 1959, Stanford University; Litt.D., 1983, William Jewell College.

Dana Hoffman, 2001, Director, Residence Hall. B.A., 1999, William Jewell College.

Milton P. Horne, 1986, 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.

Carrie Hyder, 2001, Database administrator. A.B., 1992, Maple Woods Community College.

Peter V. Inzerillo, 1997, Director of student ministries. B.A., 1991, University of Missouri-Columbia; M.Div., 1997, Midwestern Baptist Theological Seminary.

Carl E. Johnson, 1997, Executive Director of Major and Planned Gifts. B.A., 1968, Campbell University; M.Div., 1973, Colgate Rochester Divinity School/Crozer Theological Seminary; Ph.D., 1976, Duke University.

Tami Lewis Jones, 1983, Marketing and academic support coordinator for continuing education. A.B., 1987, William Jewell College.

Sally Kneibert, 1998, Director, Residence Hall. B.A., 1997, William Jewell College.

Brian Kramer, 1990, Associate athletic director and Mabee Center facilities coordinator. B.S., 1984, University of Nebraska; further study, Texas A&M University.

Patricia Long, 1982, Dining Services Manager.

Todd Long, 2000, Tucker Leadership Coordinator. B.A., 1993, Graceland; M.A., 1995, Central Missouri State.

Shaun Laun, 2001, Database/Network Support Coordinator. B.S., 1982, Jiamus Technical Institution, M.S., 1991, Harbin Science and Technical University.

Dave Maddox, 1998, Manager of dining services, catering. B.A., 1996, Wichita State University; M.A., 1998, University of Missouri-Kansas City.

Ann Martin, 1988, Coordinator of community education. B.A., 1976, Fontbonne College.

Clark Morris, 1990, Associate director of the Harriman Arts Program. A.B., 1992, William Jewell College; M.B.A., Mid-America Nazarene University.

Bradley J. Moulder, 2000, Director of dining services and Cage director. B.A., 2000, Drury College.

Ronald C. Mullennix, President, CollegeHill Investments, Inc. B.A., 1970; J.D., 1972, University of Missouri-Columbia.

Nicole Murray, 1997, Director of Lydia Lovan Community School of Music.

Kathleen Sheppard Nasteff, 1991, Dean for first year students. A.B., 1986, William Jewell College.

Kari Perry, 2000, Manager of print communications. B.A., 1994, William Jewell College.

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, 1983, Director of learning skills and the academic achievement center. A.B., 1971, William Jewell College; M.A., 1972, University of Missouri-Kansas City.

Ann Reed, 1997, Box office manager of the Harriman Arts Program. B.S. 1975, William Jewell College.

College Personnel

Carolyn Rutherford, 1999, *Operations manager of the Harriman Arts Program*. B.A., 1971, Mercer University; M.A., 1976, University of Alabama.

Judith A. Rychlewski, 1976, *Director of career services*. A.B., 1970, M.S., 1972, University of Missouri-Columbia.

Conie Ryland, 2000, *Scholarship Coordinator*. B.A., 2000, Central Missouri State University.

Andrew Sallee, 1999, *Admission Counselor*. B.A., 1999, William Jewell College.

J. Stephan Schwegler, 1982, *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, 1965-70; 1973-75; 1978, *Administrative assistant to the provost and vice president for academic affairs*.

Nancy C. Sherrick, 1973, *Administrative assistant to the president*.

David Arthur Smith, 1996, *Director of operations, food services*. B.S., 1978, Ottawa University.

Nancy A. Smith, 1998, *Executive Director of Administrative Services*. M.A., 1992, Central Missouri State University.

William D. Soper, 1968, *College physician*. M.D., 1968, University of Missouri-Columbia.

Angela Stiffler, 1995, *Archival director, Partee Center for Baptist Historical Studies*. B.A., 1990, William Jewell College; M.A., 1995, University of Missouri-Kansas City.

Jennie Walters, 1988, *Administrative assistant for counseling and testing, and international student advisor*.

John Westlie, 1985, *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, 1993, *Administrative assistant and academic advisor for continuing education*. B.S., 1986, Missouri Western State College.

Brent Whitesell, 2000, *Coordinator of Microcomputers*. MCSE.

Donald V. Wideman, 1997, *Executive Director, Partee Center for Baptist Historical Studies*. B.A., 1966, Southern Illinois University; M. Div., 1969, Midwestern Baptist Theological Seminary.

John Young, 1964, *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.

Jeffrey W. Comment, Chairman/Chief Executive Officer, Helzberg Diamonds, North Kansas City, Mo. Chairman of the Board, Diamond Council of America; second vice chair, Greater Kansas City Chamber of Commerce; secretary-treasurer, The Civic Council of Greater Kansas City; director/board member, Heart of America United Way, Wyandotte County United Way, Full Employment Council, Private Industry Council, Greater Kansas City Community Foundation and Affiliated Trusts, Jewelry Information Center, and Jewelers Charity Fund; board of regents, Rockhurst College; trustee, Midwest Research Institute.

William M. Crouch, C.F.P., Principal, The Capital Group, St. Louis, Mo. Member, Certified Financial Planning Association, National Association of Securities Dealers, Financial Planning Association; national director, American Quarter Horse Association, executive board, Missouri Quarter Horse Association; executive board, 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, Tenn. Retired Pastor of First Baptist Church, Poplar Bluff, Mo (1966-98). President, Missouri Baptist Convention 1984-85; currently active in teaching/preaching ministry; Lifeway teaching consultant.

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; member, Greater Kansas City Chamber of Commerce, Kansas City Association of Trusts and Foundations; fund raiser for city and civic causes, lecturer, teacher, and 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; board member Missouri Baptist Children's Home.

Michael P. Haynes, D.Min., Director of Missions, Greene County Baptist Association, Springfield, Mo. Three pastorates totaling twenty years, most recently First Baptist Church, North Kansas City, Mo. (1988-1998); facilitator for Covey Leadership's "7 Habits of Highly Effective People"; guest speaker and conference leader for churches, associations, and state convention; formerly member of Executive Board of the Missouri Baptist Convention, trustee of Southwest Baptist University.

Board of Trustees

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John J. Holland, CPA, President and CEO, Butler Manufacturing Company, Kansas City, Mo. Director, Butler Manufacturing Company; board of directors, Commerce Funds and St. Luke's Hospital; member, Kansas City Tomorrow - Year VI, Heart of America Family Services, and The Civic Council of Greater Kansas City.

John E. Hughes, Ph.D., Pastor, First Baptist Church, Independence, Mo, since 1971. Former president, Missouri Baptist Convention; president, American Christian Television System of Kansas City, Inc.; member Executive Board, Blue River-Kansas City Baptist Association, Independence Ministerial Alliance, Independence Chamber of Commerce; Walter Pope Binns Fellow, William Jewell College, 1993; Board, Mainstream Missouri Baptists.

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 American College of Gastroenterology; active member, 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, and Missouri Society of Internal Medicine.

James W. McCrossen, M.Div., Overland Park, Kan. 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.; board member, Central Baptist Theological Seminary.

John E. Owen, D. Min., Pastor, First Baptist Church, Winchester, Ky. 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 Ohio and Missouri, including 20 years at First Baptist of Cape Girardeau.

Marjorie H. Privott, R.N., Chesterfield, Mo. Active in denominational work of Missouri Baptist Convention, church, and civic responsibilities; former practicing nurse; leadership roles, Junior Women's Club, Children's Home Society (NC), Mid-America Ladies' Conference, Boy Scouts of America; member, Missouri Baptist Medical Center Auxiliary.

Fred H. Pryor, Founding Chairman of the Board, Pryor Resources, Inc., Shawnee Mission, Kan. Renowned public speaker, holding the CPAE Award from the National Speakers Association; author; world traveler; accomplished pilot; active in civic and educational areas.

Linda J. Roos, President, Fred Pillsbury Foundation, St. Louis; private practice in marriage and family counseling, St. Louis, Mo. Board member, Central Baptist Seminary, the Metropolitan School, the Christian Civic Foundation; member and past president of the board of the North Side Team Ministry; member and officer of P.E.O.

Doyle M. Sager, D.Min., Pastor, First Baptist Church, Jefferson City, Mo. Former president, Missouri Baptist Convention; founding president, Mainstream Missouri Baptists; has served numerous pastorates in Missouri; Walter Pope Binns Fellow, William Jewell College, 1989; member of International Bonhoeffer Society; teacher and lecturer; active in civic responsibilities and health care roles, including Hospice, Home Health and medical ethics; included in *Who's Who in American Colleges and Universities*.

Board of Trustees

Gerald R. Sprong, President and director, The Morris Plan Company, St. Joseph, Mo. Chairman and director of First Savings Bank, Manhattan, Kan.; director, Farrar Corporation, Norwich, Kan.; advisory director, Utilicorp United, Inc., Kansas City, MO. A banker and certified public accountant, organized and manages several investment vehicles in the hospitality industry; member and adult Sunday School teacher, Wyatt Park Baptist Church, St. Joseph, Mo. and chairman, Wyatt Park Baptist Foundation.

Joy Steincross, Liberty, Mo. Accomplished musician, Nordstrom pianist, public speaker, and active in Cooperative Baptist Fellowship.

Stephen M. Turner, J.D., LL.M., Senior Vice President and General Counsel, Texaco Inc., White Plains, N.Y. (retired). Trustee, 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. Past chairman, Inter-Agency Relations, Missouri Baptist Convention; member, State Nominating Committee and Executive Board, MBC; former pastorates in Kansas, Arkansas, Bolivar (Mo.), and First Baptist Church, Maryville (Mo.).

John F. White, President, Aim High Enterprises, Norwell, Mass. Board Chairman, Employee+Ability, Braintree, Mass; board member, Camp Wabanna, Mayo, Md; National Center of Children and Families, Bethesda, Md; and Phi Gamma Delta Educational Foundation, Lexington, Ky.

TRUSTEES EMERITI

Robert M. Addison, *Independence, Mo.*

James R. Bocell, *St. Joseph, Mo.*

Richard P. Bowles, *Liberty, Mo.*

Homer Earl DeLozier, D.D., *St. Louis, Mo.*

G. Nelson Duke, *Liberty, Mo.*

J. Ray Gill, *Richmond, Mo.*

Wallace E. Jones, *Lake St. Louis, Mo.*

Samuel E. Maddox, *Dothan, Ala.*

Eugene M. Moore, *Kansas City, Mo.*

O.Q. (Dick) Quick, *Waco, Tx.*

Palmer A. Reynolds, *St. Louis, Mo.*

Harvey M. Thomas, Ph.D., *Liberty, Mo.*

John F. Truex, *St. Louis, Mo.*

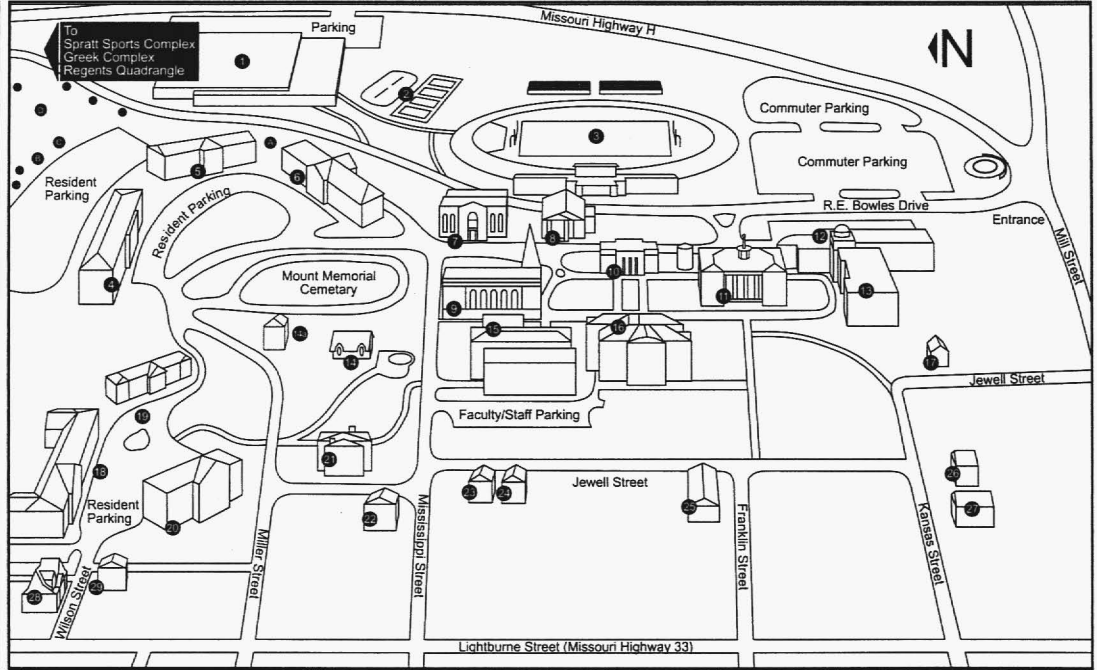
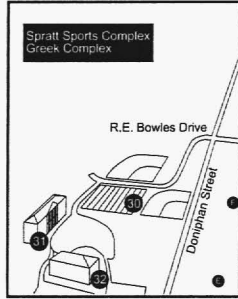
William E. Turnage, J.D., *Liberty, Mo.*

ADVISORY TRUSTEES

E. Bruce Heilman, Ph.D., *Chancellor, University of Richmond, Va.*

A. Phillip Lineberger, Pastor, *Williams Trace Baptist Church, Sugar Land, Texas*

Campus Map



- 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
Religion Department
Spurgeon Center for Christian Ministry
Student Ministries
Electrical – HVAC office
- 10 **Greene Hall**
Administrative Services
Business Office
Marketing and Communications
President
Provost
- Registrar
Senior Tutor/Oxbridge Overseas Study
Student Financial Planning
Switchboard
- 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
Harriman Arts Program
History Department
Nursing Department
Philosophy Department
Political Science Department
Pryor Leadership Studies Program
Service Learning Program
Office of Reprographics
Chancellor's Office
- 14 **Grand River Chapel**
- 14a **Dale Patton Schoolhouse**
- 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
Computer Services
Computer Lab
- 17 **Coventry House**
- 18 **Sample 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**
- Greek Complex**
Kappa Alpha Order
Lambda Chi Alpha
Phi Gamma Delta
Sigma Nu

Calendar

WILLIAM JEWELL COLLEGE 2001-02 Calendar

FIRST SEMESTER

Opening College Workshop	Aug. 22 (W)
Residence Halls Open	Aug. 24 (F)
First Year Orientation	Aug. 24-26 (F-U)
Registration	Aug. 27 (M)
Classes Begin	Aug. 27 (M)
Close Registration Changes	Aug. 31(F)
*Opening Convocation	Sept. 6 (H)
End of first seven weeks	Oct. 12 (F)
Parents' Weekend	Oct. 13 (S)
Beginning of second seven weeks	Oct. 15 (M)
Fall Break	Oct. 20-23 (S-T)
Homecoming	Nov. 3 (S)
Thanksgiving Holiday Begins at 5 p.m.	Nov. 20 (T)
Classes Resume	Nov. 26 (M)
Finals Preparation Day	Dec. 10 (M)
Final Examinations	Dec. 11-14 (T-F)
Christmas Holiday Begins at 5 p.m.	Dec. 14 (F)
Faculty Development Begins	Jan. 7 (M)
Faculty Development Ends	Jan. 16 (W)

SECOND SEMESTER

Residence Halls Open	Jan. 15 (T)
Classes Begin	Jan. 17 (H)
Classes on Monday Schedule	Jan. 18 (F)
Close Registration Changes	Jan. 23 (W)
*Achievement Day	Feb. 28 (H)

End of first seven weeks	Mar. 6 (W)
Beginning of second seven weeks	Mar. 7 (H)
Spring Break Begins at 5 p.m.	Mar. 22 (F)
Good Friday Observed (during break)	Mar. 29 (F)
Classes Resume	Apr. 2 (T)
Undergraduate Colloquium Day	Apr. 18 (H)
Honors Convocation	Apr. 30 (T)
Last Day of Classes	May 3 (F)
Annual Faculty Dinner	May 3 (F)
Finals Preparation Day (No Classes)	May 6 (M)
Final Exams	May 7-10 (T-F)
Baccalaureate/Commencement	May 11 (S)

SUMMER SCHOOL

Registration & Summer School Begins	June 3 (M)
Summer School Ends	July 26 (F)

*Modified class schedule followed on this day.

MondayM
TuesdayT
WednesdayW
ThursdayH
FridayF
SaturdayS
SundayU

Index

Index

Academic Advising	27
Academic Assessment	28
Academic Honesty	28
Achievement Day	10
Adjunct Faculty	164
Administrative Staff	168
Admission	1
Advanced Placement and Credit	31
Application Procedure	1
Art Gallery	14
Athletics-Varsity and Intramural	10
Audit	32
Awards Convocation	30
Bachelor of Arts Degree	25
Bachelor of Science Degree	25
Board of Trustees	171
Calendar	176
Campus Map	174
Campus Map Key	175
Career Services	10
Changes in Courses	32
Christian Student Ministries	12
Church Ministries Practicum	6, 153
Classification of Students	30
College Chapel	11
Counseling Services	9
Courses of Study	48
Course Prefixes	46
(Majors in <i>italic type</i>)	
<i>Accounting</i>	55
<i>American Politics</i>	142
<i>Art</i>	48
<i>Astronomy</i>	138
<i>Biblical-Historical Studies</i>	148
<i>Biochemistry</i>	50
<i>Biology</i>	51
<i>Business Administration</i>	55
<i>Chemistry</i>	62
<i>Coaching</i>	135
<i>College-Wide</i>	67
<i>Communication</i>	68
<i>Comparative Politics</i>	143
<i>Comparative Religion Studies</i>	148

<i>Computer Studies</i>	75
<i>Economics</i>	60
<i>Education</i>	80
<i>English</i>	90
<i>French</i>	102
<i>General Education</i>	16
<i>Geography</i>	95
<i>Geology</i>	95
<i>German</i>	104
<i>Graphics</i>	138
<i>Graphic Design</i>	49
<i>Greek</i>	106
<i>History</i>	96
<i>Humanities</i>	100
<i>Information Systems</i>	76
<i>Independent Study</i>	30, 100
<i>International Business/ Language</i>	61
<i>International Relations</i>	143
<i>Japanese</i>	106
<i>Japanese Area Studies</i>	100
<i>Languages</i>	101
<i>Latin</i>	107
<i>Leadership Studies</i>	108
<i>Mathematics</i>	110
<i>Mathematics with</i>	
<i>Data Processing Emphasis</i>	110
<i>Medical Technology</i>	42
<i>Music</i>	112
<i>Nursing</i>	119
<i>Organizational Communication</i>	68
<i>Oxbridge</i>	123
<i>Philosophy</i>	150
<i>Physical Education</i>	134
<i>Physics</i>	138
<i>Political Science</i>	141
<i>Political Theory</i>	142
<i>Psychology</i>	145
<i>Public Law</i>	143
<i>Religion</i>	148
<i>Recreation or Sports Management</i>	135
<i>Service Learning</i>	156
<i>Spanish</i>	104
<i>Speech/Theatre Certification</i>	70
Credit Earned at Other Institutions	32

Index

Debate	14	Preparation for Special Careers	39
Departmental Majors	26, 46	Arts and Sciences	40
Dropping Courses	33	Business	40
		Dentistry	40
Evening Division	31	Education	40
Expenses and Fees	6	Engineering	40
Faculty	158	Forestry and Environmental	
Financial Planning	4	Management	42
		Journalism	42
Grading and Grade Points	4, 29	Law	42
Graduation Requirements	25	Medical Technology	42
		Medicine	43
Harriman Arts Program	10	Ministry	43
Health Center	14	Nursing	44
Hilltop Monitor (newspaper)	14	Occupational Therapy	44
Honors	30	Physical Therapy	45
		Pre-Engineering Program of Studies	41
Independent Study	30	Pryor Leadership Studies Program	33
International Relations	143		
		Radio	14
Library	39	Refund Policy	8
		Registration	32
Motor Vehicles	15	Residence Program	13
Music Fees	8		
Music Options	11	Student Activities	13
		Student Classification	30
New Horizons	10	Student Financial Planning	4
		Student Life	9
Officers of the College	167	Student Organizations	13
Orientation for First-year		Student Publications	14
and Transfer Students	2		
Overseas Study		Theatre	14, 70
Asia/Australia	36	Transfer Students	2, 32
England	35		
France	37	Withdrawal from College	33
Germany/Austria	37	Work Opportunities	6
Italy	38	World Campus	35
Spain	38	Writing Program	28
Europe	37		
Ireland	38		
Latin America	38		
European Union	39		
Oxbridge	34, 123		
Pass-Fail Option	33		