



WILLIAM JEWELL COLLEGE  
2003-2005 CATALOG





# Table of Contents

|                                     |     |
|-------------------------------------|-----|
| Student Information                 | 1   |
| The Academic Program                | 16  |
| Departmental Majors                 | 25  |
| Art                                 | 26  |
| Biochemistry                        | 28  |
| Biology                             | 29  |
| Business Adm. & Economics           | 33  |
| Chemistry                           | 40  |
| Christian Related Vocations Program | 46  |
| Clinical Laboratory Science         | 49  |
| College-Wide                        | 50  |
| Communication                       | 51  |
| Computer Science                    | 58  |
| Education                           | 63  |
| Engineering                         | 76  |
| English                             | 78  |
| General Education                   | 84  |
| Geography/Geology                   | 94  |
| History                             | 95  |
| Ind. Study/Japanese Studies         | 99  |
| Languages                           | 100 |
| Leadership Studies                  | 108 |
| Mathematics                         | 111 |
| Music                               | 113 |
| Nursing                             | 119 |
| Occupational/Physical Therapy       | 124 |
| Oxbridge                            | 127 |
| Physical Education                  | 137 |
| Physics/Astronomy                   | 140 |
| Political Science                   | 143 |
| Pre-Medicine                        | 147 |
| Psychology                          | 150 |
| Religion & Philosophy               | 153 |
| Service Learning                    | 160 |
| College Personnel                   | 162 |
| Board of Trustees                   | 172 |
| Campus Map                          | 174 |
| Campus Map Key                      | 175 |
| Calendar                            | 176 |
| Index                               | 178 |



**F**ounded in 1849, William Jewell College is a campus of achievement, offering students an outstanding liberal arts education with a unique focus on cultivating leadership within a Christian-centered environment. Jewell students have won national recognition, including Marshall, Truman and *USA Today* scholarships—only Harvard, Stanford and William Jewell claimed all three of these high-profile awards during a recent academic year. U.S. News & World Report has also named Jewell's programs for first-year students among the top ten among U.S. colleges and universities. Jewell offers students all the amenities of a beautiful liberal arts campus setting, with exceptional recreational and athletic facilities. Just 20 minutes from downtown Kansas City, the campus is perched above the historic town of Liberty, among the beautiful rolling hills of western Missouri.

The mission of the 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 Jewell:

- ♦ TIME Magazine named William Jewell its “**Liberal Arts College of the Year**” for 2001-02. distinction recognizes the institution's

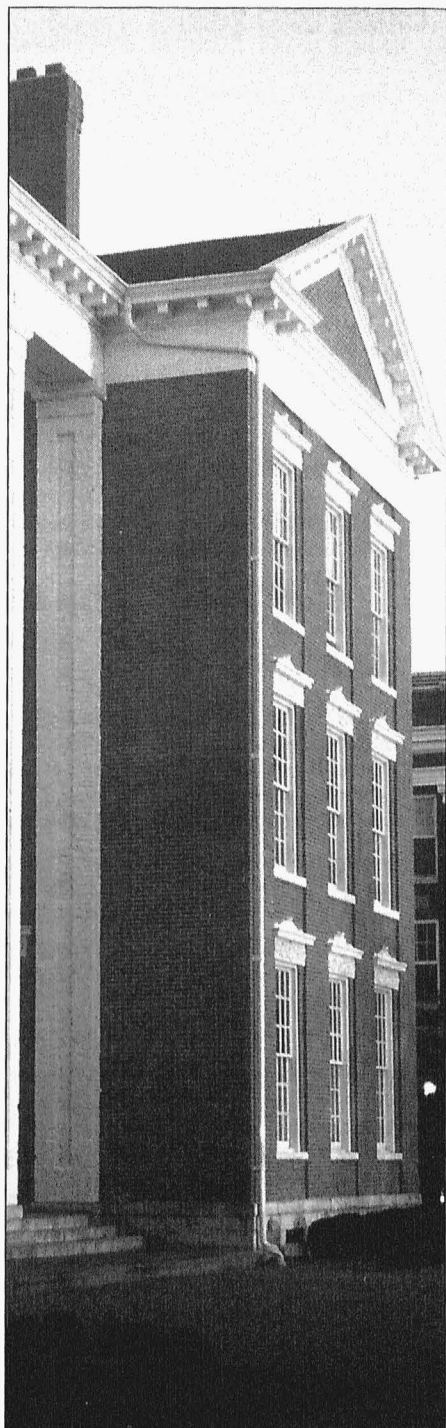
achievement in providing successful transitions to college life for first-year students. William Jewell's 86 percent retention rate affirms student satisfaction with the quality of the William Jewell College experience.

- ♦ International programs in England, Australia, Ireland, Japan, France, Spain, Germany, Austria, Italy, Ghana, Hong Kong and Mexico allow Jewell students to study at some of the world's great universities. **The Oxbridge Honors Program**, funded by the Hall Family Foundation, 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.
- ♦ Jewell students regularly present papers at the National Conference for Undergraduate Research and at such venues as the American Chemical Society National Meeting.
- ♦ William Jewell is ranked in the prestigious national “Liberal Arts College – Bachelor's” category of *U.S. News & World Report's* “America's Best Colleges,” one of only three such institutions in the states of Missouri, Kansas and Oklahoma. Rankings in this category are based on admissions selectivity, academic quality, alumni support, campus facilities and student activities.
- ♦ **The Pryor Leadership Studies** Program includes class work, community service projects and internships that allow students to enhance their leadership skills in a



variety of settings. These include an Outward Bound exercise in the Florida Everglades and the college's new Tucker Leadership Lab, one of the largest outdoor ropes and climbing courses in the country. The college's **Emerging Leaders Program** has been recognized internationally for its success in fostering first-year student development.

**The Harriman Arts Program** is considered the Midwest's premiere program in the performing arts. Luciano Pavarotti made his international solo recital debut as part of the series, and each year's schedule includes the best and brightest dance and theater companies, orchestras, ensembles and recitalists.







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500 College Hill • Liberty, Missouri 64068-1896 • (816) 781-7700 • Fax (816) 415-5027  
[www.jewell.edu](http://www.jewell.edu)

## Equal Opportunity

William Jewell College is a private and independent institution affiliated with the 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.

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

*Please Note: Students planning to enter William Jewell College in the Fall of 2005 must familiarize themselves with the addendum to be posted on the college's web site at [www.jewell.edu](http://www.jewell.edu)*



# 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. Due 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 first year 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;
- Admission interview.

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 units must emphasize composition or writing skills; one unit may be in speech or debate.
- 3 units of mathematics. Algebra I and higher units must be used to meet 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 or living at William Jewell College.

The college recognizes credits earned through International Baccalaureate and many other advanced placement programs, to be allocated at the individual department's prerogative.

## DUAL ENROLLMENT/SUMMER CREDIT

Students who satisfy admission requirements after their junior year in high school may be granted early admission to the college to take one course per semester concurrently through the day division, pending approval from their high school.

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

## 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 and 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.



# Student Information

6. A list of the academic courses in which they are currently enrolled.

## ADVANCED PLACEMENT AND CREDIT

William Jewell College offers advanced placement (AP) credit in cooperation with the College Entrance Examination Board. On presentation of acceptable examination scores, a student may receive advanced placement with or without credit in specified disciplines. Students seeking credit should have score reports sent to the Office of the Registrar. A minimum score of 4 is required for most exams.

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

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. The actual awarding of academic credit for CLEP tests is at the discretion of the departments, or of the General Education program in the case of courses eligible for General Education credit. 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. Credit by examination is recorded on the student's transcript without a letter grade and with the notation Credit by Examination.

## 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 of college credit.
3. Have official copies of transcripts forwarded from each college previously attended.
4. Submit personal essay (optional).
5. Submit a personal reference from the last institution attended.

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 English composition 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 graduation requirements.

Students with fewer than 24 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.



# Student Information

Transfer students with 24 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.

**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 college algebra, statistics, calculus, 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 80).
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 totaling 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, and 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, Clinical Laboratory Science, Nursing, Oxbridge Ecology and Systematics, Oxbridge Molecular Biology, and Physics
- **Transfer equivalents:** One laboratory science course and one advanced mathematics course (calculus II or above), or two science courses with one being



# Student Information

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, and 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 the deposit cannot guarantee a place in a residence hall, and assignments are made reflecting the order in which the deposits are received. After May 1, the housing deposit is not refundable.

## RETURNING STUDENTS

After June 30, room deposits for returning students may be refunded only if the applicant is

physically unable to enroll or if the college cannot provide residence hall space. Once students occupy a residence hall room, the fee becomes a reservation deposit until they graduate or leave the residence halls. If a student intends not to return to the residence hall, the student may request a refund at the student affairs office. Where no damages have been assessed and all other financial obligations to the college have been satisfied, the deposit is refundable. A 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.

## 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, and certain certificate program courses toward their degree.

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

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

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



# Student Information

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.

## 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 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:

| Classification    | Min. Cumulative Cr. Hrs. |
|-------------------|--------------------------|
| 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.

| Class/Min. GPA       | Min. Aid GPA |
|----------------------|--------------|
| First-Year/1.5 ..... | .20          |



# Student Information

|                      |     |
|----------------------|-----|
| 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 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.



# Student Information

## 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, Workship, 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.

## CHRISTIAN MINISTRIES PROGRAM

Students considering ministry as a vocation are eligible for up to \$2,000 in grant-in-aid each academic year. A student seeking the grant should submit an application to the Office of the Chaplain and provide a letter from the local church affirming the student's pursuit of a vocation related to Christian ministry. Acceptance of this grant requires participation in the Christian Related Vocations program. This grant is subject to the rules and the regulations governing financial assistance.

## Summary of Charges

The following charges are typical for the 2003-04 school year for most full-time on-campus WJC students, but costs may vary depending on the room and/or meal plan selected by the student. In addition to the charges shown below, students should plan for personal expenses to cover clothing, laundry, books, supplies, etc.

|                                 | PER<br>SEMESTER | PER<br>ACADEMIC<br>YEAR |
|---------------------------------|-----------------|-------------------------|
| Tuition<br>(12-17 credit hours) | \$8,250         | \$16,500                |
| Meals<br>(19 meal plan)         | 1,393           | 2,786                   |
| Room<br>(double occupancy)      | 1,017           | 2,034                   |
| <b>TOTAL</b>                    | <b>\$10,660</b> | <b>\$21,320</b>         |

## Alternative Charges

|                             |             |             |
|-----------------------------|-------------|-------------|
| Meals<br>(14 meal plan)     | \$1,300     | \$2,600     |
| Room (single occupancy)     |             |             |
| Browning                    | 1,525       | 3,050       |
| Other halls-<br>double room | 1,525       | 3,050       |
| Other halls-<br>single room | 1,220       | 2,440       |
| Fraternities                | 1,068-1,272 | 2,136-2,544 |

## Special Tuition Charges:

|   |       |
|---|-------|
| Auditing any course,<br>(per credit hour)     | \$205 |
| Tuition - hours above 17<br>(per credit hour) | 275   |
| - fewer than 12 hours (per credit hour)       | 600   |

|  |    |
|--|----|
| Tuition reduction - Up to 2 hours for Training Orchestra(103B), Chapel Choir(303), Symphonic Band(305), Liberty Symphony((307), Church Related Vocation(204), and Applied Music Lessons (MUS 111,211,212,411,412). |    |
| Credit by examination,<br>(per credit hour)  | 50 |
| Recording Fee -<br>credit by exam per hour   | 25 |



# Student Information

|                   | PER<br>SEMESTER | PER<br>ACADEMIC<br>YEAR |
|-------------------|-----------------|-------------------------|
| Overseas Programs |                 | TBA                     |

## Course-Related Fees:

Music - Private lesson -  
(per credit hour) \$175

Class lesson -  
(per credit hour) 125

Physical Education - Activity Class  
Published prior to pre-registration

Student Teaching Fee  
(EDU 410 and 424) 200

## Prepayments Required:

Application fee 25

Enrollment deposit 50

Room reservation deposit 100

Enrollment deposits are not refundable after May 1 if the student does not attend. Room reservation deposits are not refundable after June 30 for fall semester and December 1 for spring semester.

Payment plan origination fee 35  
(per semester)

Finance charge (monthly rate) 1%

Returned checks 20

College Policy concerning payment of tuition and fees: All charges for tuition, fees, room, and board are due and payable at the beginning of the semester. All charges not covered by payments or by financial aid (as certified by the Office of Financial Aid & Scholarships) may be paid under a Semester Installment Plan. Transcripts and pre-registration for future semesters will be withheld if an account is not paid in full.

## SEMESTER INSTALLMENT PLANS

**Three-Payment Plan:** Payments for enrollment costs, less verified financial aid are due as follows: Fall semester - July 1; October

1; November 1. Spring semester - December 1; March 1; April 1. A \$35 origination fee is assessed each semester for those using the three-payment plan. Past due accounts are subject to finance charges at 1% per month.

**Five-Payment Plan:** Payments for enrollment costs, less verified financial aid are due as follows: Fall semester - July 1; August 1; September 1; October 1; November 1. Spring semester - December 1; January 1; February 1; March 1; April 1. A \$35 origination fee is assessed each semester for those using the five-payment plan. Past due accounts are subject to finance charges at 1% per month.

**Actions taken if student account payment deadlines are not met:** (1) Students will not be allowed to enroll in a subsequent semester until their accounts are paid in full. (2) Daily interest charge of 12% per annum is assessed on balances owed beginning November 1 for the fall semester, April 1 for the spring semester. (3) Students who do not meet the payment guidelines may be denied eligibility to participate in overseas programs. (4) Transcripts will be withheld if an account is not paid in full. (5) Collection agencies are employed to pursue past due accounts. (6) Students who have not met minimum payment requirements, i.e. made appropriate payments or have loan applications filed with financial aid and approved by lending agencies, by the fourth week of the fall or spring semesters, may be withdrawn from school.

## MATRICULATION

In order to validate student ID cards for the fall and spring semesters, students must matriculate through the Business Office located on the bottom floor of Greene Hall. A validated ID card is required to use many of the campus facilities and services (i.e. library, cafeteria, etc). During the matriculation process, College employees will review each student's account and confirm financial arrangements. The matriculation period begins August 29 for the fall semester and January 13 for the spring semester and ends with the completion of the second week of classes. Failure to matriculate



# Student Information

may ultimately lead to administrative withdrawal from the College.

## **Requirements/eligibility for matriculation:**

Students must be enrolled, must have a student ID card, must verify their financial agreement, and must complete a local address form.

## **WITHDRAWAL CREDITS**

If a student withdraws from school or decreases hours after classes begin, applicable credits for tuition, room, meals and fees will be computed according to the following schedule. Credits for classes are based upon the date the student notifies the Student Affairs Office **IN WRITING OR IN PERSON**. Credits for room and meals are based upon the date the student notifies Residential Life **IN WRITING OR IN PERSON**. The following percentages apply:

### **1. Withdrawal from fall or spring:**

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

### **2. Change of Course:** Prior to the close of the registration period for each semester, the College will credit any tuition charges made for courses dropped by the student when an equivalent number of hours is added. After the close of registration, the credit will be calculated using the same rates as shown above.

### **3. Rooms & Meals:** Students moving out of the dormitories during a semester will be charged a pro-rated amount based on the number of days residing in the dormitory and meals will be charged at a pro-rated amount based on the number of weeks meals were taken.

## **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.

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



# Student Information

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, student life presents our community with an opportunity for seamless learning that extends from the classroom to residential life, student activities, orientation programs, and beyond. These opportunities provide possibilities for students that broaden and enrich the William Jewell College experience. Student life and its many facets are a

valued extension to academic work at William Jewell College. All students are encouraged to become engaged in the William Jewell community and the opportunities it provides.

### Orientation Weekend

Orientation Weekend is designed to help first-year and transfer students get acclimated to life on campus. Each first-year student is assigned a mentor, and will spend time in a small mentor group during the weekend. Transfer students are given the option of having a mentor assigned to them for 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.

### Student Activities

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.

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



# Student Information

social interest to students. CUA sponsors movies, entertainers and speakers' series.

## **Residential Life Programs**

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.

## **COUNSELING CENTER**

The Mission of the Counseling Center is to enhance students' educational experience by providing a safe environment for all students to seek support and assistance in resolving personal concerns. Students often seek counseling in an effort to cope more effectively with the multi-faceted demands of college. Common college student concerns include homesickness, adjustment to independence, depression, anxiety, relationship problems, balancing school with other activities, and time management. Students may access free and confidential counseling on campus.

### **Services**

Specific services offered by the Counseling Center include: individual counseling, goal-setting and personal growth, couples counseling, support groups, career guidance, and crisis intervention. Support services are provided for students with medically documented special needs including learning disabilities and Attention-Deficit Hyperactivity Disorder. The counseling center offers professional services

to students making educational, vocational, and personal decisions.

Daytime students of the college are eligible for up to 12 personal counseling sessions per academic year. Referrals to outside sources for medication evaluations or other specific modes of treatment are made as needed. Each year, a number of workshops, seminars, and support groups are offered on such topics as eating disorders, stress management, dangers of alcohol usage, and test anxiety.

### **Location**

The Counseling Center 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.

## **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 sixty private, public, two-year and four-year institutions. When completely implemented, more than 16 million volumes will be accessible to our patrons through a daily courier service.



# Student Information

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.

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, religion, statistics, history, music, art, biology, psychology, poetry, philosophy, biographical sources, and books in print.

Curry Library houses several special collections: a partial depository for federal 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.

## **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 a board-certified physician. 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. Emergency care is also available through Security or Student Affairs during hours the clinic is not open (see the Student Handbook and Survival Guide for specific hours). Additional services include an allergy clinic through the Seaport Family 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 the 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.

## **HARRIMAN ARTS PROGRAM**

Now in its 38th 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



# Student Information

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.

## THE DAVID NELSON DUKE UNDERGRADUATE COLLOQUIUM

One day each April, classes are suspended and the *David Nelson Duke Colloquium: Celebrating the Life of the Mind* is held. The Colloquium involves students presenting their scholarly works to faculty, staff, and the community through oral presentations, performing and visual arts, public speaking and readings of creative writing.

The day begins with a special convocation in Gano Memorial Chapel. Sessions are then held concurrently in various venues across the campus. A central poster session concludes the day's presentations. It is followed by an all-campus picnic with a full evening of musical entertainment that the college calls *Jewellstock*.

The event is named in memory of Dr. David Nelson Duke, professor of religion at William Jewell who died in December of 2000 following a long battle with cancer. Dr. Duke's life

and work exemplified the highest principles of intellectual inquiry.

Students at all levels are invited to share their scholarly work. Applications and additional information can be found in the public folder "UC."

## ATHLETICS – VARSITY AND INTRAMURAL

William Jewell has enjoyed an outstanding record of athletic achievement and intramural participation since the late 1800's. The College's National Affiliation is with the NAIA (National Association of Intercollegiate Athletics). Our Conference Affiliation is with the HAAC: Heart of America Athletic Conference (Division II in men and women's basketball - all other sports have one division only). The HAAC includes 11 colleges and universities in a three state area.

## 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.



# Student Information

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. 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. Students, faculty and staff 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.

The Chaplain is responsible for the Chapel service each Thursday at 9:45 a.m. and fills the role of the college pastor/preacher and worship leader. On occasion, campus guests are invited to lead the worship experience. The chapel hour may be used as a lecture period toward the end of integrating faith and learning.

## RELIGIOUS LIFE, EVENTS, AND GROUPS

William Jewell College's religious heritage is of the Baptist tradition. The College does not require its students to embrace this heritage or

any particular faith expression. It also does not require its faculty and staff to embrace the particularly Baptist expression of the Christian tradition, but the faculty and staff are committed to the basic values of the Christian faith and to exemplifying those values in their work. Because it is committed to spiritual values and Christian maturity, the College offers students many opportunities to explore and express faith in ways unique to their own needs and individual interests.

**Chapel:** Chapel is the campus worship experience conducted each Thursday at 9:45 a.m. in Gano Chapel. The Chaplain of the College leads this worship gathering. The Chapel program also brings to the campus outside guests who present their Christian faith and commitment through lectures, sermons, music and creative programs.

**Christian Student Ministries:** The Campus Minister supervises the CSM program. The core ministry program is focused in six areas: worship, prayer, discipleship, fellowship, outreach and missions.

**Guests of the Chaplain:** The Chaplain oversees all religious groups and activities on campus. Churches and religious groups outside of the college may apply to the Office of the Chaplain for permission to conduct ministry on campus.

**Sigma Epsilon Pi:** Students interested in ministry or Christian-related vocations are invited to participate in Sigma Epsilon Pi, the formal organization of students considering careers in ministry.

**Christian Ministries Program:** The Chaplain directs this pre-professional scholarship program for students, preparing for ministry-related vocations. Students on scholarship are required to participate in Sigma Epsilon Pi.

**Journeys of Mind and Faith:** A faculty lecture series presenting to the community the stories of individuals whose Christian and intellectual journeys provide encouragement to those wishing to deepen intellectual understanding and spiritual insight.



# Student Information

**Religion Courses:** Formal academic study of the Bible, church history, Christian theology, and other faiths is offered for credit through the WD Johnson Department of Religion. The Chair of the Department, Dr. J. Bradley Chance, is responsible for these academic offerings. See the "Academic" section for more information.

## STUDENT PUBLICATIONS

Students have the opportunity to contribute to the weekly student newspaper, *The Hilltop Monitor*. One need not be a communication major to contribute to this major publication. 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. Interested students should contact Dr. Gina Lane, Director of Debate.

## 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. Contact Dr. Kim B. Harris, Director of Theatre or Professor Nathan Wyman, Technical Director/Scenographer.

## 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. Stocksedale 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.

## MOTOR VEHICLES

Permits for motor vehicles are issued through the campus Security Office. The parking and operation of vehicles are subject to safety regulations provided in the Student Handbook and Survival Guide as well as in the Faculty Handbook.



# The Academic Program

## The Academic Program

### GRADUATION REQUIREMENTS

Jewell offers two degrees: the Bachelor of Arts (B.A.) and the Bachelor of Science (B.S.). Degrees are awarded to students who have satisfied the entrance requirements, satisfactorily completed all requirements for general education and an academic major, completed a minimum of 124 semester hours of college work as specified in the catalog and earned a cumulative grade point average of 2.0 for all work attempted. Students who transfer into the college must earn a cumulative grade point average of 2.0 for all work attempted at the college as well as a cumulative grade point average of 2.0 on all work attempted. Students who complete 124 hours or more with a grade point average below 2.0, with permission of the Dean of the College, may attempt an additional semester of work to meet the requirements for graduation. No more than four hours in courses numbered below 100 may be applied toward the 124 hours required for graduation. No more than four hours in physical education activities (including wellness courses) may be applied toward the 124 hours required for graduation. Non-music majors may use up to eight hours ensemble credit as elective hours toward graduation.

Students who expect to graduate must file an Application for Graduation with the Registrar prior to registering for their next-to-last semester. (This means that students must file an Application for Graduation during their junior year.) Any senior student who has completed all requirements for graduation except eight semester hours of elective credit or fewer may, with permission of the Dean of the College, 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.

The college may accept for graduation up to ten semester hours of credit from an institution of recognized quality which maintains a regularly organized correspondence department. No credit can be allowed by correspondence toward a major except by the prior consent of the head of the department and approval of the Dean of the College.

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.

Students who enter Jewell for the purpose of obtaining a degree who already hold an B.A. or B.S. degree from a regionally accredited institution are exempt from all general education requirements if at least three-fourths of the total hours are transferable.

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

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 Academic Program

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.

## GRADING AND GRADE POINTS

A, A+ = 4 points per credit hour;  
A- = 3.7 points per credit hour;  
B+ = 3.3 points per credit hour;  
B = 3 points per credit hour;  
B- = 2.7 points per credit hour;  
C+ = 2.3 points per credit hour;  
C = 2 points per credit hour;  
C- = 1.7 points per credit hour;  
D+ = 1.3 points per credit hour;  
D = 1 point per credit hour;  
D- = 0.7 points per credit hour;  
F = 0 points per credit hour;  
AU = audit;  
CR = credit by examination;  
FA = failed pass/fail;  
I = incomplete;  
IP = in progress toward Oxbridge examinations;  
NR = not reported;  
P = pass;  
PR = progress;  
W = withdrew;  
WD = left the college.

Please note: Before Fall 2003, the college grading system and grade-point values were as follows:

A+/A/A- = 4.0; B+/B/B- = 3.0; C+/C/C- = 2.0;  
D+/D/D- = 1.0; F = 0.0;

Grades earned before Fall 2003 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 2.0). A student must repeat courses for the major in which the grade earned is D+, D, 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+, D, 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+, D, D- or F is earned may be repeated. The student should notify the registrar's office of the intent to repeat a course. A course may not be repeated using the pass-fail option.

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

The mark I (for incomplete) may be given in any regular course in which, owing to extenuating circumstances such as serious injury or lengthy illness, a student has been unable to complete the requirements of the course. The student must complete the requirements of the course within the succeeding semester. Failure to do so, without a written contract between instructor and student and approval of the Dean of the College, 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 or her project but has not completed it. The student must complete the work within the succeeding semester. Failure to do so, without a written contract between instructor and student and approval of the Dean of the College, will result in a grade of F.

## PROGRESS TOWARD GRADUATION

### Student Classification

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

|            |                          |
|------------|--------------------------|
| First Year | 1 to 23 semester hours   |
| Sophomore  | 24 to 59 semester hours  |
| Junior     | 60 to 89 semester hours  |
| Senior     | 90 to 124 semester hours |

The college informs students of their academic progress by issuing formal reports each semester. However, students assume the obli-



# The Academic Program

gation to be knowledgeable of their academic status and of the academic regulations which are stated in this catalog.

## ACADEMIC PROBATION

Students are expected to accumulate at least two grade points for each credit hour attempted each semester. Students with overall averages below 2.0 are considered on academic probation. At the end of the first five weeks of each semester, the Dean of the College 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.

Transfer students are expected to maintain at least a 2.0 average for all courses taken at William Jewell. A transfer student with an average below 2.0 for these courses will be placed on academic probation. A student so designated will be allowed one semester (or at least 12 credit hours) to raise the grade point average for courses taken at the college. A student who fails to raise that GPA may be dismissed for academic deficiency.

## GENERAL EDUCATION

All students graduating from William Jewell College must complete our program of general education, "The Responsible Self." For a complete description of the program, its requirements, policies and courses, please see the General Education section of this catalog in Departmental Majors, Minors and Courses.

## MAJORS AND MINORS

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. For specific requirements for majors, please see the listings in this catalog under Departmental Majors, Minors and Courses. The information provided in this catalog may also be completed by further information in departmental checklists and handbooks. Students may choose one of the traditional academic majors or devise an interdisciplinary or non-traditional major from the several hundred courses offered by the college. Instructions and forms for preparing a self-designed major are available through the office of the Dean of the College. Proposals for these self-designed majors 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."

Minors permit students to explore in depth a subject of their interest, but with fewer requirements than a major. Minors are normally between 15 and 24 hours. A student may minor in a subject even if the student's major requires some of the same courses, subject to these general rules: 1) only those courses specifically required for both the major and minor will apply towards both; and 2) the minor must contain at least three courses totaling at least 9 hours not counting towards the major.

Some minors are short introductions to majors, including Chemistry, Economics, French, German, Math and Spanish. Other minors concentrate in a subject or are interdisciplinary, including Classics, Coaching and Performance Enhancement, Sports & Recreation Management, and Non-Profit Leadership.

## ELECTIVES

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



# The Academic Program

## 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 chair 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 Dean of the College or the chair 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.

## ACADEMIC ADVISING

Academic advising is an important part of the teaching process at William Jewell. In most instances, first year students 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 first year 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. First year students in high demand majors, therefore, as well as students who have not yet declared a major (Open students), will be assigned to faculty advisors throughout the campus community. Later these students are assigned to an advisor in their major fields of study. Students and faculty members may change advisory relationships whenever necessary after consulting with the office of the Director of Academic Advising. The college encourages the advisory relationship by scheduling time for academic advising within the normal academic calendar because advising is as much a process of teaching as are classroom activities.

## 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.



# The Academic Program

## COLLEGE POLICIES

### 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.

### ACADEMIC HONESTY

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

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

### 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. Registration, including settlement of all charges at the business office, must be completed by the date listed in the calendar or be subject to the late fee.

Students enrolling for the first time may have the privilege of registering as late as one week after the beginning of classes by obtaining the Dean of the College's permission. This provi-

sion does not cancel the extra fee for late registration or late settlement of charges.

### COURSES AT OTHER INSTITUTIONS

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

### AUDIT

On a space-available basis a student may register during the regular registration period to audit a course (i.e., sit in on a course without credit). 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 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.

### 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;



# The Academic Program

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.

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.

## CHANGES IN COURSES

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

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

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

## 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.

## ABSENCES

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

## LATE ASSIGNMENTS

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

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

## 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.



# The Academic Program

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.

## SPECIAL PROGRAMS

### 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 prepare for the examinations through carefully structured programs of independent study and tutorial instruction. Full credit for a tutorial course, including any in England in the major subject, is achieved only when appropriate examination papers have been satisfactorily completed; half the credit and half the grade for each tutorial course are earned through examination.

William Jewell's innovative adoption of this method is supported by a grant from the Hall Family Foundation.

From ten to 20 first year students 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).

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

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

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

Interested students may consult the Senior Tutor about the rigorous application process. All judgments about admission and good standing in the program are made at the absolute and sole discretion of the program's steering committee: the Oxbridge Subcommittee of the Curriculum and Educational Policy Committee, chaired by the Oxbridge Senior Tutor. Further information is given in this catalog in the section on Courses of Study. For a full description of the program, please consult The Oxbridge Handbook.

### INTERNATIONAL 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



# The Academic Program

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.

For a complete list of the over 21 overseas study programs open to William Jewell College, as well as full descriptions of each program and its entrance requirements, please go to the Office of Overseas Study.

## 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 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.



# The Academic Program

## 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 Science                            |
| 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<br>and Literature |
| OXH | Oxbridge History                            |
| OXI | Oxbridge Institutions and Policy            |
| OXM | Oxbridge Music                              |
| OXQ | Oxbridge History of Ideas                   |
| OXS | Oxbridge Science<br>(Molecular Biology)     |
| PED | Physical Education                          |
| PHI | Philosophy                                  |
| PHY | Physics                                     |
| POL | Political Science                           |
| PSY | Psychology                                  |
| REL | Religion                                    |
| SVL | Service Learning                            |
| SPA | Spanish                                     |

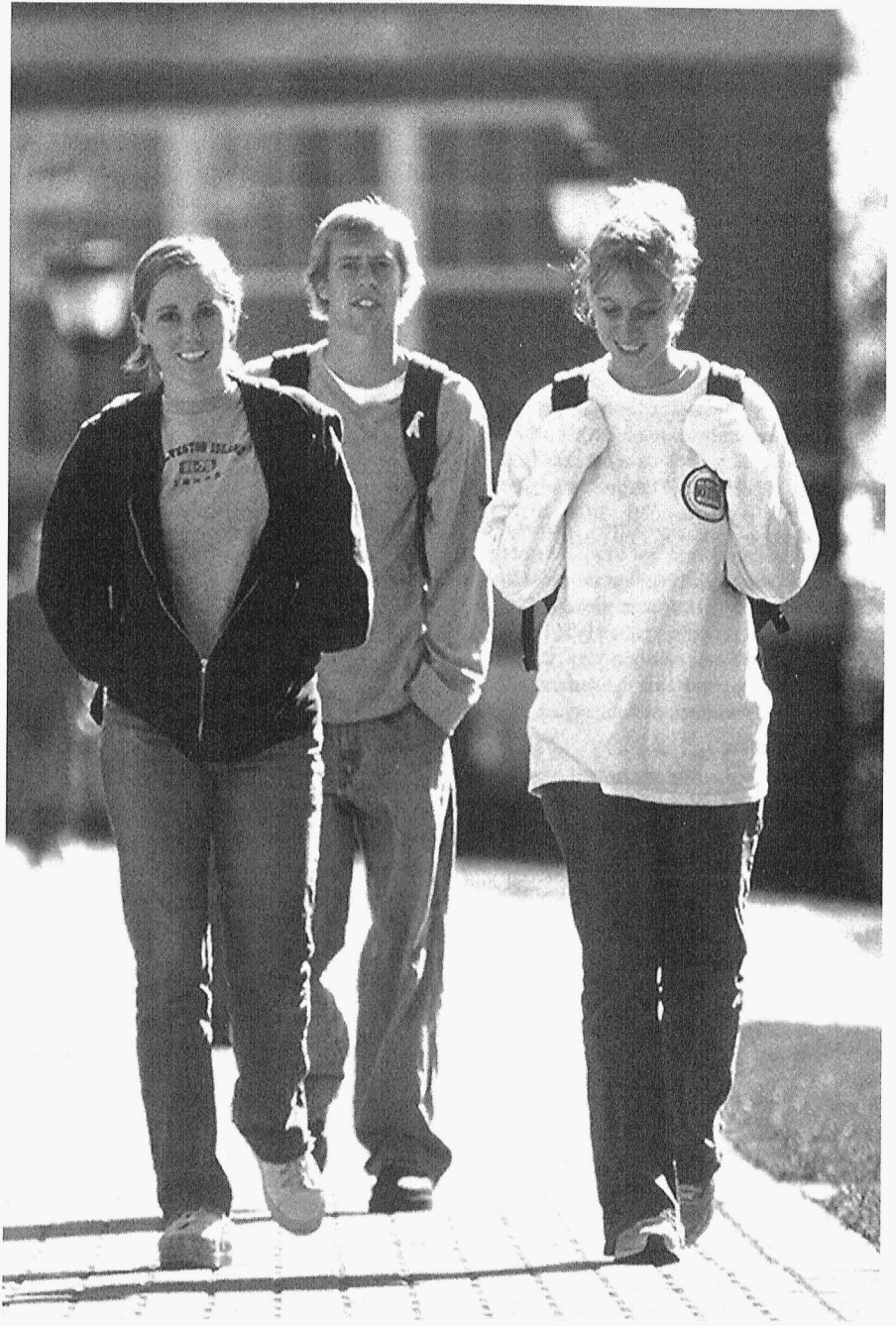
The college reserves the right to add courses or omit courses for which demand is insufficient to justify offering. Credit for courses is indicated in semester hours. Courses in the series 300 and 400 are primarily for juniors and seniors. The official schedule of classes is posted on the campus intranet prior to preregistration each semester.

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

**COURSES LISTED NORMALLY ARE  
OFFERED EVERY YEAR UNLESS  
OTHERWISE INDICATED.**



# The Academic Program





# Art

## Art Department and Stocksdale Gallery

*Professor N. Nore, chair.*

*Assistant Professor, R. Quinn.*

**Major:** The Bachelor of Arts degree in art requires 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. 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. For art students seeking an emphasis in Graphic Design the following courses are recommended: BUS 201, 305, 260E, ENG 220, CST 265, COM 218.

Students seeking K-12 certification will also be required to take a course in fibers (149c, 2 hours) and two ceramics classes (103 and 249d, 6 hours). Art education majors are advised to have successfully completed the majority of their art hours before student teaching senior year.

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 Ruth E. Stocksdale Gallery of Art. 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.

### **\*=required**

#### **103. Ceramic Design. 4 cr. hrs.**

Hand constructed and wheel thrown pottery. Basic glazing techniques.

#### **\*125. Drawing and Painting. 3 cr. hrs.**

Basic drawing and painting techniques.

#### **\*203. Visual Design. 3 cr. hrs.**

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

#### **\*225. Drawing and Painting. 3 cr. hrs.**

Advanced drawing; introduction to oil painting techniques. Prerequisite: ART 125.

#### **240. 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. 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. 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.

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

**3 cr. hrs.**

This is a survey of art, artists' writings and aesthetics beginning in the 1890's to the present. It centers around not only the object, but its historical settings, aesthetics and artists'/critics' writings. Prerequisite: ART 251 or permission of instructor.

**\*303. Sculptural Design.**

**3 cr. hrs.**

Three-dimensional and sculptural design. Prerequisites: ART 125, 203. Spring semester.

**\*312. Printmaking.**

**3 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. A 300 level illustration course may substitute for this course.

**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. Fibers.**

Papermaking, weaving and other off loom projects. Required for art education majors

**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: Print media.**

Use of Adobe Photoshop and Illustrator, scanner and other digital devices in order to create graphic images. Fall semester.

**249m – Computer Graphics–web media (spring)**

**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 321 Microbiology                     | 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:** **44**

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; Associate Professor D. Heruth, Monte Harmon Chair of Biology; Assistant Professors T. Allen, and P. Klawinski.*

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. Those interested in careers in health-related fields may add a pre-physical therapy concentration or earn a bachelor of science degree in clinical laboratory science 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.

### **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.

### **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 (+s and -s are used in grade calculation for admission to the major.); 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 (+s and -s are used in grade calculation), 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 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.



# Biology

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

## **133. Evolution and Ecology. 4 cr. hrs.**

This is the first of a four semester introductory sequence of courses for the biology major and introduces students to the topics of evolution and ecology. The principles of ecology are studied from the individual to ecosystem level. The principles of evolution are examined, including macro and microevolutionary processes. The course includes one lab. 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 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 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 one laboratory session each week. Required of all biology majors. Prerequisites: 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 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. The course includes one lab period per week. Prerequisites: BIO 133.

**310. Plant Biology. 4 cr. hrs.**

A survey of photosynthetic organisms, including their morphology, physiology, ecology, systematics and economic importance. The course includes one lab period per week. 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 one laboratory session each week. Prerequisites: BIO 133 and 134.

**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. 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 one laboratory session each week. Prerequisites: BIO 133, 134, 233, or by instructor's consent.

**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. The course includes one lab period per week. Prerequisites: BIO 133, BIO 134.

**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. The course includes one lab session per week. Prerequisites: BIO 133, BIO 134.

**450. Biochemistry. 4 cr. hrs.**

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

**452. Molecular Genetics. 4 cr. hrs.**

A detailed experimental analysis of the molecular biology of genes. Emphasis will be placed on the transcriptional and post-transcriptional regulation of gene expression, especially as it relates to the progression of the cell cycle. In addition, the role of molecular genetics in the areas of molecular diagnostics, gene therapy, and biotechnology will be considered. The course includes one lab ses-



# Biology

sion per week—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 one field trip/lab per week. Saturday field trips or trips covering several days may occur. Prerequisites: BIO 133, 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 require presenting, in written and oral form, the results of the research project. BIO 361 and 460 (1-3 cr. hrs. each) will involve lab, field or library research. Prerequisites: admission to the major and G.P.A. minimums of 2.5 in biology and 2.5 overall (+’s and -’s are used in grade calculation for admission to the major).



# Business Adm. & Economics

## Business Administration and Economics

*Associate Professor and chair: G. Whittaker; Professors: Boatwright Professor of Economics and vice chair M. Cook, L. Bell, J. Hawkins, W. Rychlewski; Assistant Professors: L. Hoyt, D. Scarfino*

### THE F. GILBERT ANTOINE DEPARTMENT OF BUSINESS ADMINISTRATION, ECONOMICS AND COMPUTER SCIENCE

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 Science, 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 Science 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 FELLOWS PROGRAM

The Business Fellows 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 an entrepreneurial 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. Only accounting courses of four or more semester credits from approved institutions will be considered for transfer credit.

First year students who plan to major in Accounting are encouraged to take ACC 211 during the spring of their first year.

Most states require students to have completed



# Business Adm. & Economics

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.

Measuring, processing, analyzing, and interpreting elements of the four basic financial statements. Only financial accounting courses of four or more hours may substitute for ACC 211. Prerequisite: sophomore standing or consent of instructor for first year 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, income recognition, deferred taxes 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.

## **371. Fraud Examination.** 3 cr. hrs.

A study of the concepts and practices of fraudulent occurrences and deterrence through the use of accounting principles and processes. Financial skills and investigative thought processes are applied to resolve issues within the legal context of evidence and conduct. Techniques and concepts will be studied not only for fraud but also as a management tool for evaluating data in the planning process. Prerequisites: ACC 211, BUS 231. Recommended: ACC 341, BUS 232.

## **411. Advanced Accounting.** 4 cr. hrs.

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

## **431. Auditing.** 4 cr. hrs.

Study of the role of the external auditor in the financial markets, the environment in which the auditor operates, planning and audit risk assessment, auditing procedures, audit sampling, and audit reports. 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.

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.  
Open to majors with a GPA above 3.0. Enrollment with consent of instructor through regular registration procedures. Requests should be submitted to the intern program director before the term in which the work is to be completed. Internships are evaluated only on a letter grade basis that considers supervisor input.

## 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 special-

ization 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; ECO 308.

**Specialization in Marketing:** In addition to the core courses listed above, the following courses are required for the specialization in Marketing: BUS 345, 348, 430; ECO 308 and both Persuasion and Advanced Persuasion (COM 218 and 300) or Business Writing (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 student pays the cost of the exam.

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.

First year students who plan to major in Business Administration are encouraged to take BUS 201: Organization and Management during the spring of their first year.

### 201. Organization and Management 3 cr. hrs.

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

**231. Business Law I. 3 cr. hrs.**  
Contracts, agency, employment, sales. Prerequisite: sophomore standing. Fall semester.



# Business Adm. & Economics

## **232. Business Law II. 3 cr. hrs.**

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

## **301. Human Resources Management. 3 cr. hrs.**

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

## **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 or consent of instructor.

## **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. Spring semester.

## **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. Offered on demand.

## **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.

## **345. 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. Prerequisite: BUS 305. Fall semester.

## **348. 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. Prerequisite: BUS 305. Spring semester.



# Business Adm. & Economics

## **401. Readings in Management. 3 cr. hrs.**

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

## **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. Offered on demand.

## **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. Spring semester.

## **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. Fall semester.

## **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. Offered on demand.

## **INDIVIDUAL PROJECTS IN BUSINESS ADMINISTRATION**

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

## **360. Independent Studies in Business Administration. 1-3 cr. hrs.**

## **460. Independent Studies in Business Administration. 1-3 cr. hrs.**

## **481. Business Administration Internship. 6 cr. hrs. max.**

Open to majors with a GPA above 3.0. Enrollment with consent of instructor through regular registration procedures. Requests should be submitted to the intern program director before the term in which the work is to be completed. Internships are evaluated only on a letter grade basis that considers supervisor input.

## **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



# Business Adm. & Economics

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.

**Minor in Economics:** Eighteen hours including ECO 201, 202, 307, 308 or 306, and two other 300 or 400-level economics courses. Students with a major in business administration must complete nine additional hours of economics courses at the 300 or 400 level beyond those required for their major.

## **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. Offered on demand.

## **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. Spring semester.

## **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, MAT 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.

## **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. Offered on demand.

## **324. Labor Economics. 3 cr. hrs.**

The theory of wages, segmented labor markets human capital, and the causes of unemployment. Prerequisite: ECO 201. Offered every third semester by the Evening Division.

## **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. Offered on demand.

## **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. Spring semester.

## **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. Fall semester.

## **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. Offered on demand.

## **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. Offered on demand.



# Business Adm. & Economics

## INDIVIDUAL PROJECTS IN ECONOMICS

**360. Independent Studies  
in Economics.**

**1-3 cr. hrs.**

**460. Independent Studies  
in Economics.**

**1-3 cr. hrs.**

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

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

Open to majors who have demonstrated excellence in economics; enrollment with consent of department through regular registration procedures. Requests must be submitted to the department before the term in which the work is to be completed. Available only with firms having an established intern program.

## INTERNATIONAL BUSINESS AND LANGUAGE

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

*Professor A. Dema, chair; Professors M. Dixon, E. Lane; Assistant Professor L. Wetmore*

### THE JAMES ANDREW YATES DEPARTMENT OF CHEMISTRY

**Major in 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.

**Minor in Chemistry:** The Department of Chemistry offers a minor in Chemistry for those students who are interested in a foundation in chemistry but who are pursuing majors in other disciplines. To complete a minor a student must take the following courses (17 credit hours): CHE 122, CHE 205, CHE 301, CHE 302, and CHE 206 or CHE 450. A grade of C- or higher is required in each course in the minor. Students working toward a minor in chemistry must satisfactorily complete a minimum of 9 hours in residence. Students who major in chemistry, biochemistry, or Oxbridge molecular biology are not eligible for a minor in chemistry. Courses in chemistry which are more than ten years old will not normally be counted toward the minor.

## CURRICULA

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:

### First Year fall

CHE 122 General Chemistry II



## **First Year 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 Analysis

## **Senior fall**

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

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

## **First Year fall**

Mathematical preparation (GEN 104)

## **First Year 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 Analysis

## **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 in grades 9-12 in the State of Missouri. A certification program in chemistry has been approved by the Missouri Department of Elementary and Secondary Education. Procedures to be followed in obtaining teacher certification are included in the Student Handbook for Teacher Certification. Specific course requirements for all certification programs may be found on the checksheets available in the education department office.

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

An introduction for the non-science major to the basic principles of chemistry will be accomplished in this course. Topics from general chemistry include scientific measurement, chemical nomenclature, atomic structure, chemical energy, stoichiometry, chemical bonding, solutions, acids and bases, and buffers. Special attention will be given to structures and reactions of organic compounds. Biochemistry will be introduced through the study of proteins, lipids, carbohydrates, nucleic acids, and metabolism. The course includes one laboratory period per week and 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 gradu-



# Chemistry

ation 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 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 visit places where chemists work. The course culminates in a final paper written on a topic of the student's choosing. The student makes a presentation of this paper to the class. Prerequisite: CHE 122. Co-requisite: 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 carboxylic acids and their derivatives; synthesis and reactions of aromatic compounds; nitrogen-containing compounds; and polyfunctional group chemistry. The course includes one laboratory period per week. Prerequisite: CHE 301. Spring semester.

## **401. Physical Chemistry I. 4 cr. hrs.**

Physical chemistry involves the study of the structures, physical properties, and interactions of individual molecules and collections of molecules. This first course includes introductions to thermodynamics and quantum mechanics as well as spectroscopy, electrolyte chemistry, and kinetics. The one lab period per week will not only involve traditional experiments, but it will also include literature assignments and activities in computer-assisted data analysis. Prerequisites: CHE 206, MAT 200, and admission to the major. (Physics is strongly recommended.) Fall semester.

## **402. Physical Chemistry II. 4 cr. hrs.**

This is a continuation of the types of studies begun in CHE 401. A thorough examination of thermodynamics is emphasized, involving both classical (experimental) and statistical (theoretical) approaches. Additional work on quantum mechanics is also included. The one lab period per week will not only involve traditional experiments, but it will also include literature assignments and activities in computer-assisted data analysis. Prerequisites: CHE 401 and admission to the major. Offered as faculty availability and student demand allow.

## **404. Advanced Inorganic Chemistry. 4 cr. hrs.**

This course is a study of the chemical elements with emphasis on structure, bonding, periodic trends, and concepts relating to mechanisms of inorganic reactions. These tools are used to interpret and systematize the concepts of inor-



ganic chemistry. The course includes one laboratory period per week. The laboratory component will complement the lecture through the preparation, analysis, and study of various inorganic compounds. Prerequisites: CHE 206, 301, and admission to the major. Spring semester in even-numbered years.

## **405. Senior Seminar 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 researching 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 analysis as well as demonstrates, via hands-on experience, the importance of instrumental methods to the modern chemist. A primary concern in the course is development and application of the fundamental principles of an instrumental method and its general theory. Students will not only learn the analytical application of instruments but will also use the instruments to 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 electro-chemistry. 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 (experimen-

tal) 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. Offered in the spring semester as faculty availability and student demand allow.

## **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, 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.**

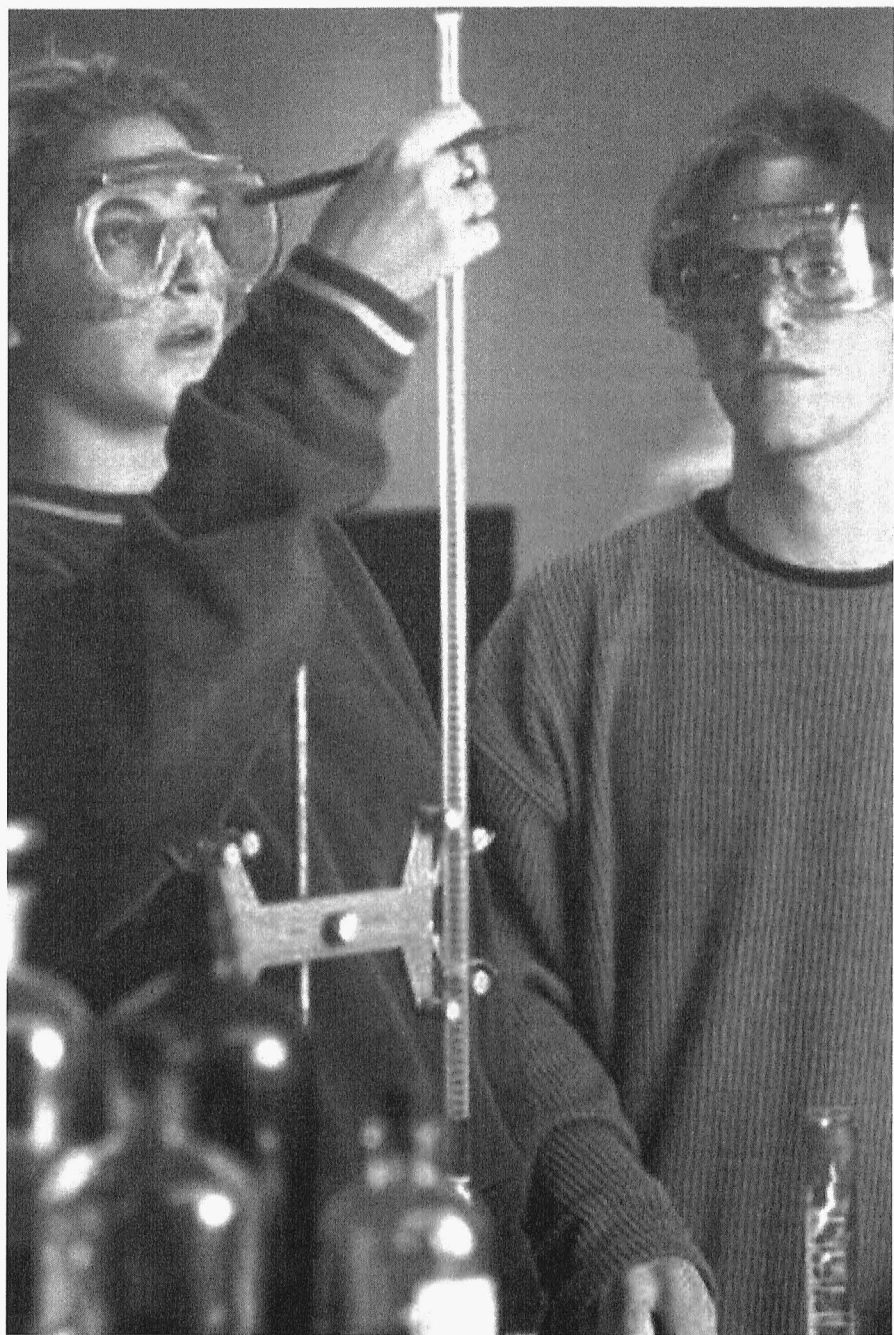
A three-credit (minimum) laboratory or library



# Chemistry

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. 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 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, 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.







# Christian Related Vocations Program

## Christian Related Vocations Program

*Director: Andrew Pratt, Chaplain*

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

- planning on pursuing a career in a church related vocation;
- planning on being involved in ministry as a volunteer;
- wanting to learn and practice a variety of ministry skills in 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.
- 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 or be employed in a local Christian ministry or church.
- 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.

## PRE-SEMINARY STUDY

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

### I. The function of pre-seminary studies Skills and Mindset

1. Communication skills: writing and speaking.
2. Ability to think critically.
3. Appreciation for the great Christian traditions while remaining attentive to



# Christian Related Vocations Program

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 + physical education

**Evangelism** – religion + communication

**Mission Field** – religion + foreign language

**Christian Counseling** – religion + psychology  
**Denominational Service** – religion + business

## III. General Information

1. All pre-seminary students 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 Christian-Related Vocation scholarship are advised to see the director of the Christian-Related Vocation program at each fall registration period.

## 201. Introduction to

### Ministry Skills.

1 cr. hr.

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

## 203. Ministry Internship.

2 cr. hrs.

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



# Christian Related Vocations Program

## **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.

## **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 Baptists. Elective credit only.

### **205D: Women in Ministry.**

A study of the biblical and contemporary viewpoints concerning the roles of women in the church. Elective credit only.

### **205G: Pastoral Care.**

A study of the foundations and dynamics of pastoral care in the personal and corporate crises faced by individual members of society. Elective credit only.

### **205H: Education and Youth Ministries.**

A study of the educational tasks and patterns of organization in contemporary churches with special emphasis on the religious thinking and development of youth. Prerequisites: REL 110 and GEN 101. Elective credit only.

### **205J: Preaching and Worship Leadership.**

Since worship and proclamation are hallmarks of the Christian faith, this course is provided to acquaint students with the skills necessary for effective leadership in these areas. Public

prayer, scripture reading, devotions and sermons will be covered. Organizing and implementing worship experiences will be highlighted with opportunities provided for practical implementations of skills learned. Prerequisites: REL 110 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.



# Clinical Laboratory Science

## Clinical Laboratory Science

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 clinical laboratory scientist. The first three years are spent in residence at William Jewell with the fourth year in the hospital program. After the successful completion of the program, a student may be certified in this field by passing one of several examinations. A student in this program may emphasize either biology or chemistry.

The following curriculum would lead to a B.S. degree in clinical laboratory science with an emphasis in biology: Students must meet all general education requirements for the B.S. degree.

### **Biology—**

Required: 134, 233, 234, 250, 321, 450 or 452.

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).

The following curriculum would lead to a B.S. degree in clinical laboratory science with an emphasis in chemistry:

### **Chemistry—**

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

Recommended: 406, 450 or 451.

### **Biology—**

Required: 233, 250, 321, and 450 or 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).



# College-Wide

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

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

## **96. Efficient Reading. 1 cr. hr.**

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

## **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 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.



# Communication

## Communication

*Professor G. Lane, chair; Professors D. Chasteen, K.B. Harris, L.A. Harris; Assistant Professors T. Wirth, N. Wyman.*

The department offers seven majors that lead towards a Bachelor of Arts degree: communication (27-29 hrs.), organizational communication (35-36 hrs.), communication with an electronic media emphasis (36 hrs.), communication with a theatre emphasis (37 hrs.), theatre education (42 hrs.), speech education (43 hrs.), and theatre (43 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.). Students working toward a second major in communication must complete general education requirements for the BA degree (i.e., including the language requirement).

## THE MAJORS

Communication students are taking a major which will prepare them 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 |

---

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. Students 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:

|  |     |
|--|-----|
| <b>THE CORE</b>  | 15  |
| Mass Media: The Press<br>or Telecommunications I (333 or 340)            | 3   |
| The World of Theatre I or<br>Argumentation and Debate (271 or 323)       | 3/4 |
| Small Group Communication or<br>Interpersonal Communication (355 or 356) | 4   |
| Cultural Communication (358)   | 2   |

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27-29 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:

|                              |   |
|------------------------------|---|
| Voice and Articulation (200) | 2 |
| Communication Theory (215)   | 2 |
| Persuasion (218)             | 2 |



# Communication

|                                    |           |  |          |
|------------------------------------|-----------|--|----------|
| Organizational Communication (260) | 4         | Courses required for the major are as follows: |          |
| Advanced Persuasion (300)          | 2         | The Core                                       | 15       |
| Small Group Communication (355)    | 4         | Mass Media: The Press (333)                    | 4        |
| Interpersonal Communication (356)  | 4         | Radio Production I (240)                       | 3        |
| Cultural Communication (358)       | 4         | Radio Production II (241)                      | 3        |
| Communication Seminar:             | 2         | Telecommunications I (340)                     | 3        |
| Public Relations (410)             | 2         | Telecommunications II (341)                    | 3        |
| Senior Seminar (400)               | 2         | Internship (490)                               | 3        |
| Senior Recital (401)               | 1         | Electronic Media Senior Project (2)            | 2        |
| Internship (490)                   | 2         |  |          |
| Required Elective (See list below) | 6-8       |  | 36 hours |
|                                    | 35-37 hrs |  |          |

**Required Elective (select one):**

|                                       |   |
|---------------------------------------|---|
| Organization and Management (BUS 201) | 3 |
| Human Resources Management (BUS 301)  | 3 |
| Business Law I or II (BUS 231 or 232) | 3 |
| Business Writing (ENG 220)            | 4 |
| Mass Media: The Press (333)           | 4 |
| Telecommunications I (340)            | 3 |
| Marketing (BUS 305)                   | 3 |

## THE COMMUNICATION MAJOR WITH AN ELECTRONIC MEDIA EMPHASIS

The communication major with an electronic media emphasis serves students who wish 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 platform for newspaper writing. Course work includes work on the internet and possible internships at Kansas City major market radio and television stations. The communication core helps the student be more broadly marketable.

## 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 students lay a strong foundation in all areas of theatre; thus, they will be graduated with a broad understanding of the art form of theatre and be ready to focus on a specific area after graduation. Non-theatre communication courses help students be more widely marketable as they face the job world. To further undergird the generalist approach, theatre emphasis students 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:

|  |          |
|--|----------|
| The Core                                       | 15       |
| The World of Theatre I (271)                   | 3        |
| Technical Theatre Seminars (272-279) (0.5 ea.) | 4        |
| The World of Theatre II (372)                  | 3        |
| The World of Theatre III (373)                 | 3        |
| The World of Theatre IV (374)                  | 3        |
| The World of Theatre V (475)                   | 3        |
| Senior Theatre Performance (479)               | 3        |
|  | 37 hours |



# Communication

## SPEECH EDUCATION AND THEATRE EDUCATION

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

### SPEECH EDUCATION

|                                      |    |
|--------------------------------------|----|
| The World of Theatre I 271           | 3  |
| The World of Theatre II (372)        | 3  |
| The World of Theatre III (373)       | 3  |
| The World of Theatre IV (374)        | 3  |
| Technical Theatre Seminars (272-279) | *3 |
| Voice and Articulation (200)         | 2  |
| Communication Theory (215)           | 2  |
| Persuasion (218)                     | 2  |
| Advanced Persuasion (300)            | 2  |
| Debate (323)                         | 4  |
| Telecommunications I (340)           | 3  |
| 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  |

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44 hours

### THEATRE EDUCATION

|                                      |   |
|--------------------------------------|---|
| The World of Theatre I (271)         | 3 |
| The World of Theatre II (372)        | 3 |
| The World of Theatre III (373)       | 3 |
| The World of Theatre IV (374)        | 3 |
| The World of Theatre V (475)         | 3 |
| Voice and Articulation (200)         | 2 |
| Technical Theatre Seminars (272-279) | 4 |
| Cultural Communication (358)         | 2 |
| Persuasion (218)                     | 2 |
| Debate (323)                         | 4 |
| Telecommunications I (340)           | 3 |
| Interpersonal Communication (355)    | 4 |
| Performance Studies** (GEN 202)      | 4 |
| Senior Theatre Performance (479)     | 3 |

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43 hours

*\*Speech Education majors choose six of the eight Technical Theatre Seminars.*

*\*\*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, students have the opportunity to leave the college well



# Communication

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 (271)           | 3 |
| The World of Theatre II (372)          | 3 |
| The World of Theatre III (373)         | 3 |
| The World of Theatre IV (374)          | 3 |
| The World of Theatre V (475)           | 3 |
| Technical Theatre Seminars (272-9)     | 8 |
| Voice and Articulation (200)           | 2 |
| Performance Studies (GEN 202)*         | 4 |
| and Voice (MUS 211-412VO)              | 4 |
| (for directing and acting students) or |   |
| Art courses (for design students)      | 8 |
| Sr. Theatre Comprehensives (477)       | 3 |
| Communication Internship (490)         | 4 |
| Senior Theatre Performance (479)       | 3 |

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43 hours

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

**Minor:** The minor in theatre provides the student majoring in another discipline the opportunity to have a complementary focus in theatre (Music, Religion, Education, etc.). Such a focus might undergird potential vocational or avocational goals. The vertical construction of the minor with its capstone provides the student taking the theatre minor a high-quality experience.

|   |   |
|---|---|
| COM 271, The World of Theatre I               | 3 |
| COM 272-9, Technical Theatre Seminars (.5 ea) | 4 |
| COM 372, The World of Theatre II              | 3 |
| COM 373, The World of Theatre III             | 3 |
| COM 374, The World of Theatre IV              | 3 |
| COM 475, The World of Theatre V               | 3 |
| COM 479, Senior Theatre Performance           | 3 |

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22 hrs.

## **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. Fall semester, 2003; every semester beginning Fall semester, 2004.

## **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 of principles of rhetorical communication and persuasion. This course provides an early experience in persuasive speaking that is further developed in COM 300, Advanced Persuasion, and COM 401, Senior Recital. Persuasion and Advanced Persuasion should not be taken in the same semester.

## **240. Radio Production I. 3 cr. hrs.**

An introductory course covering the fundamentals of radio production and performance. Students will participate in an on-air shift at KWJC. Topics include radio policies, production and equipment, as well as contemporary events. Each student will produce commercials, public service announcements and promotional spots for the campus radio station. Fall semester.

## **241. Radio Production II. 3 cr. hrs.**

An advanced study in radio production and performance. Students will participate in an on-air shift at KWJC. This course provides advanced radio students with the opportunity to produce and program on-air content at KWJC. Topics covered include both programming and production strategies. Each student will host and produce a weekly sports, news or music program for broadcast on the campus radio station. Prerequisite: COM 240. Spring semester.

## **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.



# Communication

Emphasizes the relationships between organizational life and communication principles as they interact in the larger environment. This course provides a systemic/meta approach to how communication works in organizations. Fall semester.

## **271. The World of Theatre I. 3 cr. hrs.**

This integrated course explores theatre history (Greece, Rome, Middle Ages, Renaissance, and Japan), dramatic literature, acting/directing theory, and dramatic criticism; offers praxis in acting and directing (improvisations), in technical theatre design (properties, publicity, and program), and in writing (theatre essays, plays and press releases). Spring semester.

## **272-279. Technical Theatre Seminars. 0.5-1 cr. hr. ea.**

### **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 Mgmt.**

### **278. Technical Theatre Seminar: Publicity**

### **279. Technical Theatre Seminar: Stage Mgmt.**

## **Technical Theatre Seminar: COM 272-279.**

A seminar in technical theatre praxis. Through consultation with the instructor and work on productions in a given semester, students gain practical experience in technical theatre. Each of these practical experiences gains students 0.5 hour credit. Theatre majors have additional tasks related to the technical area of a particular semester for which they earn an additional 0.5 hour credit. Except under rare cir-

cumstances, students may sign up for no more than two seminars per semester. Students must 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.**

Advanced study and practice in the construction and delivery of persuasive speeches, including a survey of relevant theories. Prerequisite: COM 218. The department recommends that COM 218 and COM 300 be taken in different semesters. COM 300 cannot be taken the same semester as COM 401.

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

The fundamentals of argumentative debate, 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. Fall semester.

## **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. Fall semester.

## **340. Telecommunications I. 3 cr. hrs.**

An introduction to radio, television and other electronic media. This course not only considers the significance of telecommunications, but also provides an historical overview of electronic media from its inception with the development of movies and radio to the emerging technologies of digital satellite broadcasting and the internet. Fall semester.

## **341. Telecommunications II. 3 cr. hrs.**

An advanced study of radio, television and other electronic media. This course not only considers the significance of telecommunications, but also provides an overview of electronic media functions. Issues covered include electronic media business practices, laws and regulations, ethics and effects, advertising, audience feedback, and program production, distribution and exhibition. Prerequisite: COM 340. Spring semester.



# Communication

## **345. Video Production Seminar. 1 cr. hr.**

An upper level TV production course covering the fundamentals of videography, editing, and video scripting. Projects include producing commercials, music videos, and TV news packages. Successful completion of the course would serve as a prerequisite for students interested in producing a video for their Electronic Media Senior Project.

## **355. Small Group Communication. 4 cr. hrs.**

Designed to guide students into an understanding of small group communication processes and theory so they can function effectively in small groups. The students will be able to put theory into practice during their small group interaction throughout the semester. Discussion, small group activities and projects allow students to monitor individual growth as group members and potential leaders. Fall semester.

## **356. Interpersonal Communication. 4 cr. hrs.**

Designed to guide students into an understanding of interpersonal communication and theory so they can function effectively in interactions with others. As students gain experience and understanding in areas such as self-concept, listening, and conflict resolution, they explore their skills by putting the skills 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 students to such concepts as cultural differences, cultural belief systems, culture shock and acculturation, language of culture, and multicultural nonverbal messages.

## **372. The World of Theatre II. 3 cr. hrs.**

This integrated course explores theatre history (neo-classicism-Romanticism, China), dramatic literature, dramatic criticism, and directing/acting theory; and offers praxis in directing/acting (scenes), in technical theatre design (costumes and makeup), and in writing (essay, scene, play reviews and character analysis). Fall semester.

## **373. The World of Theatre III. 3 cr. hrs.**

This integrated course explores theatre history (melodrama-naturalism, India), dramatic literature, dramatic criticism, and directing/acting theory; and offers praxis in directing/acting (audition pieces), in technical theatre design (scenery), and in writing (criticism/scene or ten minute play, script analysis and play critiques). Spring semester.

## **374. The World of Theatre IV. 3 cr. hrs.**

This integrated course explores theatre history (Late 19th Century-1950's), dramatic literature, dramatic criticism, and directing/acting theory; and offers praxis in directing/acting (ten minute play), in technical theatre design (lights and sound), and in writing (journal article first draft). Fall semester.

## **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. All of these Communication Activities courses require the consent of the instructor.

### **390. Teaching Assistant.**

### **391. Performance Studies Activity.**

### **392. Debate Activity.**

### **393. Journalism Activity.**

### **394. Broadcasting Activity.**

### **397. Theatre Activity.**



# Communication

## **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. The department recommends that COM 400 and COM 401 not be taken in the same semester.

## **401. Senior Recital.**

**1 cr. hr.**

The capstone performance course in the communication core courses. Researching, writing, and presenting the twenty-minute persuasive speech is the major focus of the course. The department recommends that COM 400 and COM 401 not be taken in the same semester. Prerequisite: COM 218, 300.

## **410. Communication Seminars.**

**2 cr. hrs.**

Topics to be announced, prior to registration, in special interest areas. Special interest areas may include such topics as Nonverbal Communication, Gender Studies, Public Relations, Advanced Forensics, and Modern Rhetorical Theory. Students may take more than one Communication Seminar.

## **440. Electronic Media**

### **Senior Project.**

**2 cr. hrs.**

The capstone project for the communication major with an electronic media emphasis. The 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 240, 241, 340, 341, and consent of the instructor.

## **475. The World of Theatre V.**

**3 cr. hrs.**

This integrated course explores theatre history (Early 1950's-the present), dramatic literature, dramatic criticism, and directing/acting theory; and offers praxis in directing acting (original ten minute play), in technical theatre design (all elements), and in writing (collaborative and/or individual ten minute play and final draft of journal article). Spring semester.

## **477. Senior Theatre**

### **Comprehensives.**

**3 cr. hrs.**

A synthesis tutorial in which theatre majors pre-

pare to take the senior theatre comprehensive exam, a combination of praxis, essay and objective tests that assesses the students' knowledge of content, as well as ability to synthesize content in coherent, sophisticated essays. Prerequisites: Complete all theatre course work in the theatre major with the possible exception of the Senior Theatre Performance. Fall semester.

## **479. Senior Theatre**

### **Performance.**

**3 cr. hrs.**

A capstone theatre performance for theatre minors, 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: COM 271, 372, 373, 374, 475 and 272-279, acting in a major fall or major spring production and consent of instructor.

## **490. Communication**

### **Internship.**

**2-6 cr. hrs.**

This internship is intended to help students make the transition from formal academic study to actual on-the-job situations. The intent is to match students' career goals with an appropriate cooperating organization in order to provide increased learning opportunities for students, who also benefit by being able to include the internship experience in credentials. Prerequisites: Consent of the Department of Communication Director of Interns; 12 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 Science

## Computer Science

*Professor: W. Rychlewski; Assistant Professors: D. Hawley, F. Tebo.*

The goal of the Computer Science 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 approaches and methodologies.

Many non-major students take classes in the Computer Science 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 Science Program also maintains a local area network independent of the campus wide network for pedagogic purposes. These resources provide computer science students the opportunity to explore a variety of uses for computers in multi-user settings.

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

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 12 CST hours, must be completed in the major at William Jewell College.

## Computer Science Program

The computer science program is composed of a major in computer science (B.A.) and a minor and 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.

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.



# Computer Science

## **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 theoretical 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, 230, 391, 393, 406, 451, 495; MAT 200, 331 and one of the following choices: MAT 201, 281, 305, 335, 347, 410. A grade of C- or better is required for each course in the major.

## **Bachelor of Science Degree in Information Systems**

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

## **Minor in Computer Information Systems**

Every discipline relies on or is affected by the fundamental concepts, mechanisms and techniques that define Information Technology (IT). A working knowledge and understanding of hardware, software, systems, networks, analysis, design, planning and development is often the difference. Computer information systems knowledge and skill would benefit students in every major or chosen field of work.

The Computer Information Systems minor introduces students to the basics of computer science and information systems. Students in the minor will be introduced to concepts similar to those that majors learn, and will: be prepared to make productive use of computer technology to maximize their effectiveness in their chosen field; be capable of functioning creatively and analytically through an expressed understanding of critical system analysis and synthesis techniques; and be conditioned to think creatively, communicate effectively and work collaboratively to maximize the benefits of computer information systems in the solution of complex interdisciplinary problems.

The minor will consist of a minimum of 18 hours. The following courses are required for the minor: CST 130, CST 190, CST 201, CST 265, and CST 391 or CST 393.

## **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-



# Computer Science

mail and internet applications. The class is open to all students. The course does not count toward the IS or CS major. Prerequisites: Permission of Instructor. Fall & Spring semester.

## **190. Introduction to**

### **Computer Science**

**4 cr. hrs.**

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

The course is recommended for a broad range of audiences. It is primarily aimed at students who have no programming experience. This group will include students intending to major in IS or CS, students who want to explore the area of computer science 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. Fall semester.

## **201. Foundations of**

### **Computer Science I**

**4 cr. hrs.**

This is a core course for Computer Science and Computer Information Systems majors. It and its companion course (CST 202 - Computer Science II) provide introductory level knowledge 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.

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. Prerequisite: CST 190. Fall semester. This course was formerly numbered CST 191.

## **202. Foundations of**

### **Computer Science II**

**4 cr. hrs.**

The purpose of this course sequence is to provide a basic understanding of the foundations of computer Science 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. Prerequisites: CST 191 or 201. Spring semester. This course was formerly numbered CST 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. Fall semester.

## **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 or CST 191. Offered each semester.



# Computer Science

## **271. Business Oriented**

### **Programming using Java 4 cr. hrs.**

This course will teach students to use business programming principles, object oriented models, and the JAVA programming language in order to consider important data structures and business related algorithms. Appropriate JAVA class libraries, syntax and documentation will be used to bolster business design principles and a team programming experience. Prerequisite: CST 265. Fall semester.

### **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 data base management system. The student will also encounter the hierarchical, network and object-oriented models for data base organization. Prerequisite: CST 191 and a 200 level CST class. Spring semester.

### **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 191 and a 200 level CST class. Spring semester.

### **406. Microcomputer Architecture and Interfacing 4 cr. hrs.**

See course description for Physics 406. Prerequisite: PHY 306. Spring semester.

### **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. Fall semester.

### **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. Fall semester.

### **480. Independent Projects in Computer Science 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 Science 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 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. Spring semester.







## Education

Associate Professor D. Gardner, chair;  
Professors C. Green, M.E. Bleakley; R. Garrison.

Teacher education is a professional program of study that leads to teacher certification and acquisition of the skills and knowledge required for effective teaching. At William Jewell this means incorporating professional teaching standards into a Christian liberal arts education. Consequently the overarching goals of teacher education at William Jewell are to help the student to develop personal characteristics for responsible citizenship, a Christian life style, and teaching competence. To achieve these goals, the Education Department's conceptual framework and corresponding curricula are designed to produce teachers who are reflective practitioners. Reflective practitioners possess breadth and depth of content knowledge, an array of pedagogical skills and tools, strong interpersonal and communication skills, an ethical view of teaching as a moral activity, and the ability to research new knowledge. Teachers prepared in our teacher education programs understand and can build on K-12 students' prior knowledge/experiences/cultural background to achieve specific learning goals by implementing an interdisciplinary curriculum informed by professional standards.

To produce teachers who are reflective practitioners the Education Department collaborates with other academic departments in the college to provide an integrated sequence of quality courses and developmental experiences, including field work in K-12 schools. William Jewell teacher education programs have been approved by the Missouri State Board of Education in the following fields:

|                     |             |
|---------------------|-------------|
| Art                 | K-12        |
| Biology (pending)   | 9-12        |
| Chemistry (pending) | 9-12        |
| **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 |
| Social Studies              | **5-9, 9-12 |
| Speech and Theatre          | 9-12        |
| Unified Science - Biology   | 9-12        |
| Unified Science - Chemistry | 9-12        |
| Science                     | **5-9       |

*\*Certification in both areas, instrumental and vocal, 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).*

Successful completion of any of these programs of study leads to Missouri teacher certification in that field/grade level and either a Bachelor of Arts or Bachelor of Science degree for undergraduates. Elementary teacher education is a stand alone major although students may declare a second content area major if they wish. Secondary and K-12 teacher education majors must double major in the content field which they intend to teach. Early childhood teacher education is only available by adding it to an elementary program of study. Middle school teacher education is only available by adding it to a secondary or K-12 program of study. A student who wishes to pursue more than one field or grade level of teacher certification must consult an Education advisor.

Because teacher education is a professional program of study there are many policies and procedures with which students must comply. The Student Handbook for Teacher Certification contains those policies and procedures and should be obtained by the student as early as possible. State teacher certification requirements change frequently, the Student Handbook contains the most current, accurate information about requirements. Due to changes in the profession all education courses must be taken within seven years of applying for teacher certification. Specific "Requirements for Initial Undergraduate Certification" check sheets are available in the Education Department.



# Education

## Elementary Education (grades 1-6)

### Major Requirements:

BA: 52 hours, all specified classes, plus specific course requirements from other disciplines including "General Requirements for All Teacher Certification Programs" (see Handbook).

BS: 66 hours, including specified courses and approved electives, plus specific course requirements from other disciplines including "General Requirements for All Teacher Certification Programs" (see Handbook).

**Either elementary degree program must include the following professional education courses:** EDU 200, 205, 210, 211\*, 212\*, 215, 234, 301, 302, 303, 304, 309, 312, 313, 314, 405, and 410.

\* Courses must be taken concurrently.

### Early Childhood Education Teaching Certification Birth - Grade 3

Can be done only in conjunction with Elementary Certification. In **addition to** the Professional Education courses for the Elementary Teaching Certificate, the following courses are required for the early childhood endorsement:

EDU 219, 229, 318, 322, 418\*, 375, NUR 214 (Health, Safety, Nutrition)

*\*Practicum in Early Childhood Education may be taken during the regular semesters, as well as during the summer in conjunction with the British Teacher Program.*

### Secondary or K-12 Major Education Requirements:

BA or BS: (based on major in content area)

(1) Complete a major in a content field as indicated here:

| <u>Teaching field/Certificate</u> | <u>Major</u>   |
|-----------------------------------|--|
| Biology                           | Biology  |
| Chemistry                         | Chemistry  |
| English                           | English - Teaching Emphasis                          |
| Mathematics                       | Mathematics  |
|                                   | (or Math with Data Processing)                       |
| Social Studies*                   | History, Economics, Political Science or Psychology* |
| Speech and Theatre                | Speech Education and Theatre Education               |

### Teaching field/Certificate

Unified Science -

### Major

(being replaced with Biology and Chemistry)

Art

French

Spanish

Consult advisor

Instrumental Music

Vocal Music

*\*The Social Studies Teaching Certification is a combination of six fields of study. Because 20 hours of history are required by the state, a history major is the best fit but students may choose to major in one of the other social studies fields if they are aware that state requirements include substantial coursework in addition to the major. This requires carefully planned advising given the high number of specified classes. Students need to alert their content area advisor and consult an Education advisor as soon as possible. Careful attention must be given to the "Requirements for Initial Undergraduate Certification" check sheets that are available in the Education Department.*

(2) Complete additional courses in the content major as required by the Missouri Department of Elementary and Secondary Education.

(3) Meet "General Requirements for All Teacher Certification Programs."

(4) Take 32-40 hours, all specified classes, in Professional education courses.

### Secondary/K-12 degree program must include the following professional education courses:

EDU 205, 215, 234, 307, 310\*, 311\*, 330, Content Methods (EDU XXX), 405, 424\*\*, 425\*\*

\* Courses must be taken concurrently.

\*\* Students enroll in the student teaching course that corresponds with their teacher certification.

### Middle School Education

#### Teaching Certification Grades 5-9

Can be done in conjunction with either elementary or secondary teacher education major. Students may obtain certification to teach in grades 5-9 in the following areas with a major or minor of at least 21 semester hours as indicated:



# Education

## Teaching Certificate

|                |  |
|----------------|--|
| Language Arts  | English - Teaching Emphasis                          |
| Mathematics    | Mathematics or Mathematics with Data Processing      |
| Social Studies | Economics, History, Political Science, or Psychology |
| Science        | Biology or Chemistry                                 |

Course requirements in Professional Education courses and supportive curricular courses will vary dependant upon whether the student is an elementary or secondary teacher education major. All teacher education students will require a second mathematics course. Beyond that students should consult an education advisor regarding the specific additional courses they will need to add to obtain middle school teacher certification, but those courses will include some combination of:

EDU 307, 330, 331, 332, Content Methods (EDU XXX), EDU 423, 424, PSY 306B (Adolescent Psychology).

## **PURSuing A TEACHER EDUCATION PROGRAM**

Teacher education is not a simple major. Therefore the Department of Education asks prospective students to contact them as soon as possible so that they can get timely, accurate advising. As soon as a student decides to pursue teacher certification he/she should complete a Declaration of Intent to Complete a Teacher Education Program Form in the Department of Education office (in Marston Hall). The prospective teacher education student/major will be assigned an education advisor at that time and may enroll in some education courses. However, because teacher certification is regulated by the state the student must also apply for admission to a teacher education program as soon as possible.

## **ADMISSION TO TEACHER EDUCATION PROGRAMS**

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

## Major

All students who wish to complete a teacher education program and become certified to teach must submit the following to the Department of Education: (1) an Application for Admission to Teacher Education Form, (2) a Faculty Recommendation Form: Admission into the Teacher Education Program, (3) documentation of a passing score on the College-Base test, and (4 ) forms for a background check concerning child abuse/neglect and highway records through the Missouri Department of Social Services and the Missouri State Highway Patrol. There is currently no charge for this service. Requirements for admission vary for elementary and secondary education. Consult the Student Handbook for Teacher Certification for specific requirements.

Admission to the Teacher Education Programs will be valid for a period of seven years, beginning on the date of official acceptance. Students who fail to complete all requirements for certification within the seven year period must re-apply for admission under the policies and regulations that are in force at the time of the new application.

## **TRANSFER STUDENTS/CHANGE OF MAJOR**

Students changing majors or transfer students planning to pursue teacher 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 a minimum of 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



# Education

Students seeking secondary or K-12 certification must take the following courses at William Jewell College prior to applying for certification: EDU 310 Instructional Methodology

EDU 424 Student Teaching in the Secondary School

EDU 425 Student Teaching in Grades K-12

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

## GENERAL REQUIREMENTS FOR ALL TEACHER CERTIFICATION PROGRAMS

Advisors who are advising students interested in pursuing teacher certification should be alert to the fact that numerous courses or areas of study are required for such certification. In addition to satisfying William Jewell's general education requirements, "The Responsible Self", state certification requires additional courses of study. Following is a list of courses that all education students must take within or in addition to those available through "The Responsible Self" curriculum..

**Art or Music:** Elementary Education majors must take one course in art or music. This requirement may be met through a Level II general education course that integrates art or music into the coursework in a significant way, such as GEN 201, 204, 207, 211, 231, and 233. This requirement cannot be met with applied music courses. Students may enroll in ART 240, 250, or 251; or MUS 140 to satisfy DESE (state) requirement but not meet a general education requirement.

**Composition:** All teacher education students must take six hours of written composition, including the GEN 102/120 level. Students may enroll in any writing course, such as: ENG 220, 310, 316, 317, or 325.

**Geography and Economics:** Elementary Education majors may meet this requirement through GEO 304, a course that integrates geography and economics.

Secondary Education majors seeking Teacher Certification in Social Studies must take two separate courses to meet this requirement because a 3 semester hour credit is required in each subject. They may enroll in GEO 304 and an economics course, such as ECO 100, 201, or 202.

**Growth and Development:** PSY 306A Childhood Development is required for Elementary Education majors. PSY 306B Adolescent Development is required for Middle, Secondary, K-12 Education majors.

**Health:** Elementary Education majors must take a one-semester hour course in health. They may enroll in PED 250 or NUR 214 to meet this requirement. Activity courses and first aid courses do not meet this requirement.

**Math:** Students seeking teaching certification in Middle School Education must take a second course in math. No specific math course title nor content is required. EDU 309 Mathematics for the Elementary School is highly recommended.

**Multicultural Studies:** Students must take a course focusing on multicultural studies. This requirement may be met through GEN 200; or from a non-general education offerings, such as COM 358.

**Science Courses:** All students seeking teacher certification must have two science courses; one of the two science courses must be a study of biology (life science). The second course must be a physical science course such as chemistry, geology, meteorology, or physics. At least one of the courses must be a laboratory course for all students; both courses must be laboratory courses for elementary education students. Level II General education courses will satisfy one or both of the science course requirements. One course may come from the non-general education offerings, as well.

**Social Science Courses:** The U.S. History and U.S. Government requirement may be met through a Level II General education course that integrates the two subjects, such as GEN 282 and 283. Students may enroll in HIS 121 or 122; and/or POL 150 to satisfy the state requirement but not meet a general education require-



ment. Students seeking Social Studies teacher certification should take history and political science courses rather than general education.

## **Other Notes About Elementary Education and Secondary Education for Undergraduate Students and College Advisors**

1. The Education degree requires carefully planned advising given the high number of specified classes. All students who express an interest in teacher education should be advised to seek "intake" advising from an education advisor immediately.
2. Education students need to enroll in EDU 205, and 234 in either the spring semester of the first year or the fall semester of their sophomore year.
3. Education students need to enroll in the first teacher education methods courses in the spring semester of the first year or during the sophomore year. Elementary education students enroll in EDU 211 and 212 concurrently. Secondary education students enroll in EDU 310 and 311 concurrently.
4. Education students should take the C-BASE test during the second semester of the first year or the fall semester of the sophomore year. Registration for the test is done in the Education Office
5. Elementary Education students may not enroll in 300 level education courses until they are admitted into the Teacher Education Program.
6. Secondary, and K-12 Education students must be admitted to Teacher Education Program prior to being admitted to Student Teaching. This requires taking EDU 310 and EDU 311 at least two semesters prior to the student teaching semester.

**Student Teaching.** Formal admission to the teacher education program is a prerequisite to applying for student teaching. Students must submit the Application for Student Teaching form by the second Friday in February for the following fall and the second Friday in September for the following spring. The student teaching application process includes an

FBI background check. There is a fee of \$22.00 for this service. This fee and completed form with fingerprints must be submitted with the application for student teaching, unless instructed otherwise by the department.

The criteria for admission to student teaching are stated in the Student Handbook for Teacher Certification. Student teaching 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.

Transfer students seeking teacher certification in secondary education and who have completed their major at an institution other than WJC must pass the Praxis II exam before they will be considered for student teaching.

A student must be approved for student teaching before enrolling in EDU 410, Student Teaching for Elementary School Teachers, EDU 423 Student Teaching in Middle School, EDU 424, Student Teaching in the Secondary Schools, or EDU 425, Student Teaching in Grades K-12.

Students must successfully complete the MoSTEP Teacher Education Portfolio before receiving a grade in student teaching.

## **APPLICATION FOR MISSOURI TEACHER CERTIFICATION**

In order to obtain a Missouri teaching certificate, upon completion of a teacher education program, students must complete the official Application for Missouri Teachers Certificate form (available in the Education Department office) in the last semester of their program of studies. Students must also provide official transcripts from all colleges that they have attended, and evidence of passing scores on the required teaching specialty test of the Praxis II (a national teacher examination) appropriate to their teaching field. In addition the State of Missouri requires an FBI background check. One of these screenings will be done prior to student teaching, but since they are only valid



# Education

for six months, the student may have to submit another background check at application for teacher certification.

## TEST INFORMATION: C-BASE AND PRAXIS II:

(Information regarding test scheduling, test titles, and minimum passing scores is available from the Teacher Certification Officer or on the Missouri Department of Elementary and Secondary Education web site at <http://www.dese.state.mo.us/divteachqual/teached/assessment.htm>.)

## ALTERNATIVE CERTIFICATION PROGRAM

The Alternative Certification Program allows those persons who already possess a bachelor degree from an accredited college or university to complete in as little as one year all the requirements to gain professional certification to teach on the secondary level in the State of Missouri. Within that year, students in the program will complete up to 23 hours of coursework in the summer, fall, and spring sessions. At the same time, the student will teach in a paid, full-time position for up to two years under provisional certification as granted by the State of Missouri. Upon completion of the program, professional certification will be recommended to the Department of Elementary and Secondary Education of the state of Missouri.

Students who are eligible to participate in this program include those persons who have already earned a degree with a major—or the equivalent of a major—in art, biology, chemistry, English, history, mathematics, vocal or instrumental music, political science, psychology, and Spanish.

To gain entrance to the program students must:

1. submit an application form to the Alternative Teacher Certification Program with a fifty dollar fee;
2. submit certified transcripts directly from former institutions, showing 1) a minimum of a 3.0 gpa overall and in the major, and 2)

that the student has held the baccalaureate degree for at least three years;

3. be approved for admission by means of an interview with the admission committee or advisor for the program;
4. demonstrate sufficient competence and skill level in the content area by means of taking and passing the Praxis II teaching specialty test in the appropriate field;
5. present documentation that a local school or district has provided the student provisional certification to teach;
6. submit two written references (moral, teaching potential);
7. present evidence of a clear criminal background investigation and family services survey conducted by the FBI within six months prior to beginning the program.

## TITLE II OF THE HIGHER EDUCATION ACT INSTITUTIONAL REPORT, 2001-2002

Institution: William Jewell College  
Institution Code: 6941  
State: Missouri

Number of Program Completers Submitted 23  
Number of Program Completers found, matched, and used in passing rate Calculations<sup>1</sup> 22

### Type of Assessment<sup>2</sup>

#### Aggregate - Basic Skills

|  |   |
|--|---|
| Number Taking Assessment <sup>3</sup> at Jewell  | - |
| Statewide  | - |
| Number Passing Assessment <sup>4</sup> at Jewell | - |
| Statewide  | - |
| Institutional Pass Rate                          | - |
| Statewide Pass Rate                              | - |

#### Aggregate - Professional Knowledge

|  |     |
|--|-----|
| Number Taking Assessment <sup>3</sup> at Jewell  | -   |
| Statewide  | 10  |
| Number Passing Assessment <sup>4</sup> at Jewell | -   |
| Statewide  | 9   |
| Institutional Pass Rate                          | -   |
| Statewide Pass Rate                              | 90% |



## Type of Assessment<sup>2</sup>

### Aggregate - Academic Content Areas

(Math, English, Biology, etc.)

|  |      |
|--|------|
| Number Taking Assessment <sup>3</sup> at Jewell  | 22   |
| Statewide  | 3275 |
| Number Passing Assessment <sup>4</sup> at Jewell | 22   |
| Statewide  | 3155 |
| Institutional Pass Rate                          | 100% |
| Statewide Pass Rate                              | 96%  |

### Aggregate - Other Content Areas

(Career/Technical Education, Health Educations, etc.)

|  |      |
|--|------|
| Number Taking Assessment <sup>3</sup> at Jewell  | -    |
| Statewide  | 156  |
| Number Passing Assessment <sup>4</sup> at Jewell | -    |
| Statewide  | 156  |
| Institutional Pass Rate                          | -    |
| Statewide Pass Rate                              | 100% |

### Aggregate - Teaching Special Populations

(Special Education, ELS, etc.)

|  |     |
|--|-----|
| Number Taking Assessment <sup>3</sup> at Jewell  | -   |
| Statewide  | 270 |
| Number Passing Assessment <sup>4</sup> at Jewell | -   |
| Statewide  | 256 |
| Institutional Pass Rate                          | -   |
| Statewide Pass Rate                              | 95% |

### Aggregate - Performance Assessments

|  |   |
|--|---|
| Number Taking Assessment <sup>3</sup> at Jewell  | - |
| Statewide  | - |
| Number Passing Assessment <sup>4</sup> at Jewell | - |
| Statewide  | - |
| Institutional Pass Rate                          | - |
| Statewide Pass Rate                              | - |

### Summary Totals and Pass Rates\*

|  |      |
|--|------|
| Number Taking Assessment <sup>3</sup> at Jewell  | 22   |
| Statewide  | 3711 |
| Number Passing Assessment <sup>4</sup> at Jewell | 22   |
| Statewide  | 3575 |
| Institutional Pass Rate                          | 100% |
| Statewide Pass Rate                              | 96%  |

## 100. Introduction to

### Elementary Education.

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.

## PROFESSIONAL COURSE REQUIREMENTS

### 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.

### 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



# Education

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. Background screening and investigation is required for students engaged in a fieldwork. 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 audio-visual and instructional media technologies. Emphasis is placed on 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.

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

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

## **PROFESSIONAL EDUCATION COURSES**

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

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

### **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. First seven weeks–fall semester.

### **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. Students examine criteria for selecting quality literature and ways to use literature in the reading program. (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.**

Development of reading skills and abilities viewed as a continuing process fused with the teaching of content. Emphasis on cognitive processes, questioning strategies, study skills, and development of more complex and refined reading skills.

## **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.**

Considers theoretical and practical issues of curriculum in secondary schools with attention given to teaching in classrooms with culturally diverse learners, and learners with exceptionalities. The role of the Missouri Department of Elementary and Secondary Education with emphasis on the Show-Me Standards is discussed. Instructional strategies, methods, techniques, including lesson planning, learning activities, motivation, classroom management, and assessment procedures are investigated. 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. Students are required to complete 72 hours in the schools during the semester and must complete 140 hours in the schools before student teaching. Prerequisite: EDU 310. Background screening and investigation is required for students engaged in fieldwork. 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 curriculum (TOPICS) appropriate for the elementary school. A fieldwork placement is a component of this course. Background screening and investigation is required for students engaged in fieldwork.

## **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. Spring semester.

## **322. Learning Environment/ Classroom Management.**

**3 cr. hrs.**

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



# Education

## **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. Reading and Writing for Middle School.**

**4 cr. hrs.**

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

## **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 les-

son-planning and evaluation activities—all emphasizing decision making. Offered 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.

## **342. Teaching English in the**

### **Middle/Secondary School. 4 cr. hrs.**

A practical course in methods of teaching various phases of secondary English. Open only to those preparing to teach English. 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**

### **in Grades K-12. 4 cr. hrs.**

Introduction to the theory and practice of teaching foreign languages at both the elementary and secondary levels. Components include: first- and second-language acquisition, individual learning styles, history of foreign language teaching in the U.S., curriculum planning and design, technology in the 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 in Grades K-12.** 4 cr. hrs.

This course relates the general principles of art education and its instruction to multicultural and interdisciplinary concerns, creativity, lesson planning and classroom field experience. The course prepares students to incorporate the historical, criticism/analysis, aesthetic, and product/performance strands that form the crucial elements of the discipline based Art education model. 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. Taken during the student teaching semester.

## **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. 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. Students must successfully complete the MoSTEP Teacher Education Portfolio before receiving a grade in student

teaching. See Student Handbook for Teacher Certification for admission requirements and general policies governing the program.

## **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. Students must successfully complete the MoSTEP Teacher Education Portfolio before receiving a grade in student teaching. Students are required to complete 140 hours of clinical field experience in middle and secondary schools in rural, urban, and suburban campuses before student teaching. 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. Students must successfully complete the MoSTEP Teacher Education Portfolio before receiving a grade in student teaching. Students are required to complete 140 hours of clinical field experience in sec-



# Education

ondary schools in rural, urban, and suburban campuses before student teaching. 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. Students must successfully complete the MoSTEP Teacher Education Portfolio before receiving a grade in student teaching. Students are required to complete 140 hours of clinical field experience in elementary, middle and secondary schools in rural, urban, and suburban campuses before student teaching. 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.

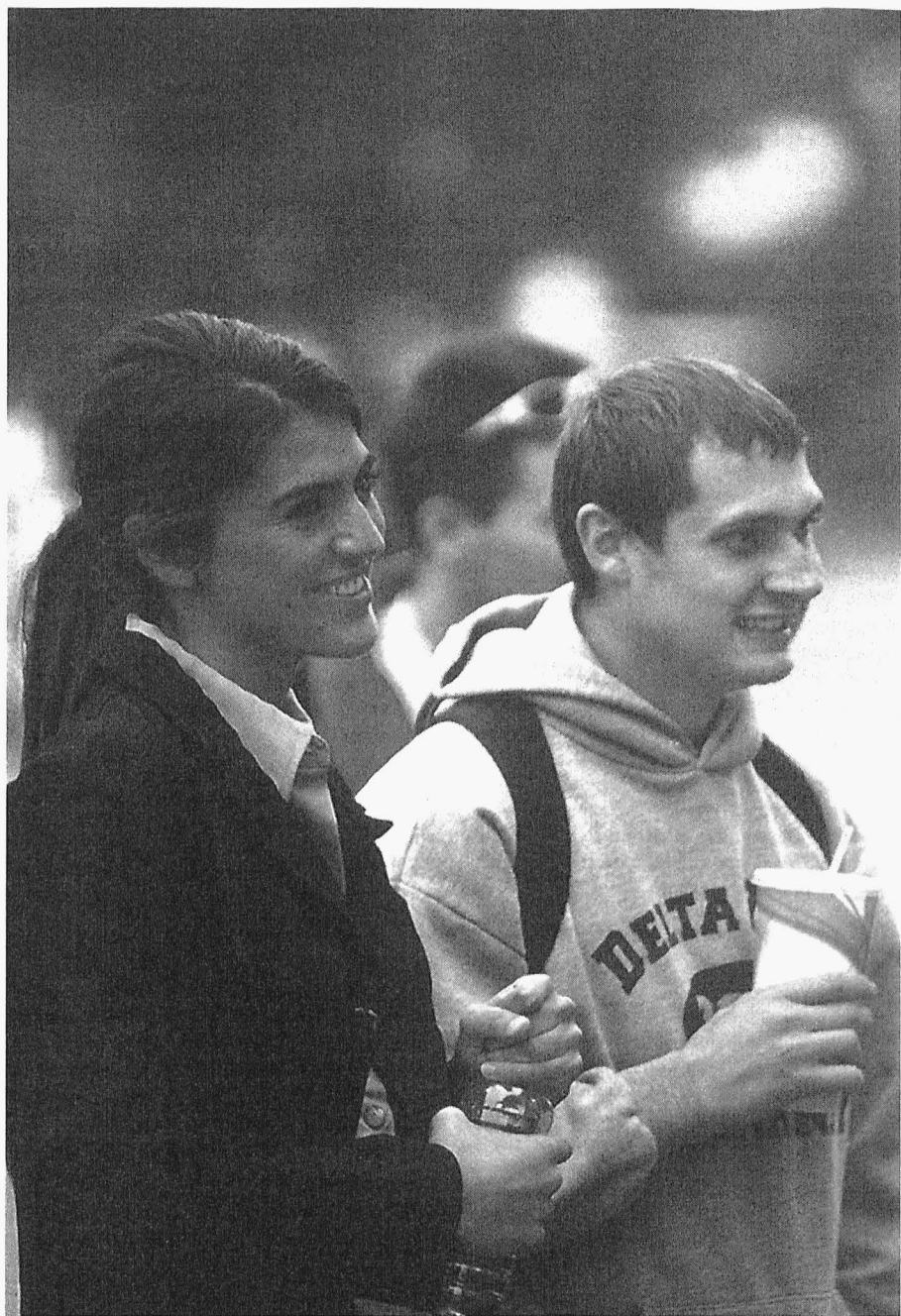
## **470. Seminar in British Primary Education. 2 cr. hrs.**

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.







# Engineering

## Engineering Programs — Dual Degree Options

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" dual-degree program in engineering. After three years in residence at William Jewell College and two years at the Washington University School of Engineering the student can achieve both the 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). Typically students receive a B.A. degree from William Jewell College as well as the engineering degree after completing the program at both schools. While in residence at Jewell, students should major in chemistry, mathematics, or physics, depending upon the type of engineering school in which they plan to complete their studies. Since the semester-hour load is unusually heavy, students are advised to plan their work very closely with the official advisor for this specialized program. Generally, faculty members from the Physics Department serve as official advisors for each of the programs; therefore, students should contact that department for more information.

## Pre-Engineering Program of Studies

For students intending to complete professional study at Washington University in St. Louis, 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:

### First Year

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

### SPRING SEMESTER

|                 | <b>HRS.</b> |
|-----------------|-------------|
| Physics 214     | 5           |
| Mathematics 200 | 4           |
| General Ed. 102 | 4           |
| Chemistry 121   | 4           |
|                 | <hr/> 17    |

### Sophomore

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

### SPRING SEMESTER

|                             | <b>HRS.</b> |
|-----------------------------|-------------|
| *Physics 332 or 318         | 4           |
| Foreign Language            | 4           |
| General Ed. Level II Course | 4           |
| Physics 351H                | 1           |
| P.E. Activity               | 1           |
|                             | <hr/> 16    |

### Junior

| <b>FALL SEMESTER</b>   | <b>HRS.</b> |
|------------------------|-------------|
| Physics 306            | 4           |
| Physics 443            | 4           |
| CST 191                | 4           |
| Computer Science I 160 | 4           |
| Physics 352H           | 1           |
|                        | <hr/> 17    |

### SPRING SEMESTER

|                             | <b>HRS.</b> |
|-----------------------------|-------------|
| *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*



# Engineering

*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.*

| <b>SPRING SEMESTER</b>     | <b>HRS.</b> |
|----------------------------|-------------|
| Chemistry 404, 406, or 450 | 4           |
| Chemistry 405              | 1           |
| Mathematics 202            | 4           |
| General Ed. Capstone       | 4           |
| Elective                   | 4           |
|                            | <hr/> 17    |

## First Year

| <b>FALL SEMESTER</b> | <b>HRS.</b> |
|----------------------|-------------|
| Chemistry 122        | 4           |
| General Ed. 104      | 4           |
| General Ed. 100      | 4           |
| General Ed. 101      | 4           |
|                      | <hr/> 16    |

| <b>SPRING SEMESTER</b> | <b>HRS.</b> |
|------------------------|-------------|
| Chemistry 205          | 1           |
| Chemistry 206          | 4           |
| Mathematics 200        | 4           |
| General Ed. 102        | 4           |
| P.E. Activity          | 1           |
|                        | <hr/> 14    |

## Sophomore

| <b>FALL SEMESTER</b>          | <b>HRS.</b> |
|-------------------------------|-------------|
| Chemistry 301                 | 4           |
| Physics 213                   | 5           |
| General Ed. (Level II course) | 4           |
| Language 114                  | 4           |
|                               | <hr/> 17    |

| <b>SPRING SEMESTER</b>        | <b>HRS.</b> |
|-------------------------------|-------------|
| Chemistry 302                 | 4           |
| Physics 214                   | 5           |
| General Ed. (Level II course) | 4           |
| Language 211                  | 4           |
|                               | <hr/> 17    |

## Junior

| <b>FALL SEMESTER</b>          | <b>HRS.</b> |
|-------------------------------|-------------|
| Chemistry 401                 | 4           |
| Mathematics 201               | 4           |
| General Ed. (Level II course) | 4           |
| General Ed. (Level II course) | 4           |
| P.E. Activity                 | 1           |
|                               | <hr/> 17    |



# English

## English

*Professor I. Munro, chair; Oxbridge Professor D. Dunham; Professors J. Canuteson, C. Robinson M. Walters; M. Williams; Distinguished Service Professors A. M. Shannon, J. Tanner.*

### THE JOHN PHELPS FRUIT DEPARTMENT OF ENGLISH

**Major:** A minimum of 33 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:<br>Short Fiction and Poetry | 4 |
| ENG 351b. Career Paths for the<br>English Major         | 1 |
| ENG 465. English Literature Survey I                    | 4 |
| ENG 475. English Literature Survey II                   | 4 |
| ENG 485. U.S. Literature Survey                         | 4 |
| ENG 496. English Capstone                               | 2 |
| ENG 497. Senior Project                                 | 2 |

#### 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:<br>Short Fiction and Poetry | 4 |
|---|---|

|   |   |
|---|---|
| ENG 335. Introduction to the<br>Study of Language | 5 |
| ENG 379. Major Minority Author                    | 4 |
| ENG 485. U.S. Literature Survey                   | 4 |
| ENG 496. English 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:<br>Short Fiction and Poetry | 4 |
| ENG 220. Business Writing                               | 4 |



|  |   |
|--|---|
| ENG 351b. Career Paths for the English Major | 1 |
| ENG 496. English Capstone                    | 2 |
| ENG 497. Senior Project                      | 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             | 2        |
| ENG 317. Creative Writing: Poetry              | 4        |
| ENG 320. Writing in the Real World             | 4        |
| ENG 325. Essay Reading and Writing             | 4        |
| ENG 351c Internship.                           | 1-4 hrs. |

**At least one of the following:**

|                                       |        |
|---------------------------------------|--------|
| ENG 465. English Literature Survey I  | 4      |
| ENG 475. English Literature Survey II | 4      |
| ENG 485. U.S. Literature Survey       | 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 impor-

tance 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.

## 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.

### 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 intended to prepare international students for successful college-level work. Students will repeat as necessary, but no more than four hours will count as elective credit toward the 124 required for graduation. Prerequisite: Consent of instructor.

### 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 are also preferred. Enrollment is with permission only.



# English

## **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. Prerequisite: GEN 102. Offered fall semester, odd-numbered years.

## **242, 342, 442. Individual Practicum Project.**

**1-4 cr. hrs.**

Individual practicum projects for highly qualified students only, undertaken with the close sponsorship of an English teacher, beginning with a project proposal in specific terms. Examples of practice are proctoring a PSI composition course, field work in dialect study, tutoring students of English as a Second Language, service in the Writing Center; in each instance the practical work is combined with reflective study and with process analysis. The numbers 342 and 442 are for the second and third such projects undertaken by a student. 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. 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 study of the composing process in imaginative, academic, and real world writing. Students will be introduced to the concept of "writing across the curriculum" and will focus on the development of writing proficiency to an advanced competence, especially for candidates for teacher certification. Goals include clarity, precision, a command of perspectives, and grace in written communication. 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.

### **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 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. Prerequisite: ENG 260, or simultaneous enrollment in ENG 260.

### **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. Prerequisite: ENG 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. 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 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 author's 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 260, or simultaneous enrollment in ENG 260. Offered spring semester.

### **390. Major World Author. 4 cr. hrs.**

A study of the major works of an internationally known author. The course introduces students to biographical critical analyses of the author's work. The course also introduces the student to more sophisticated methods of literary research than those employed in courses at the 200 level, including extensive work with secondary sources. Prerequisite: ENG 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. Prerequisite: one major author course. Offered fall semester, even-numbered years.



# English

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

A study of selected major writers of the Romantic, Victorian and Modern periods in England. 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. Prerequisite: one major author course. Offered spring semester.

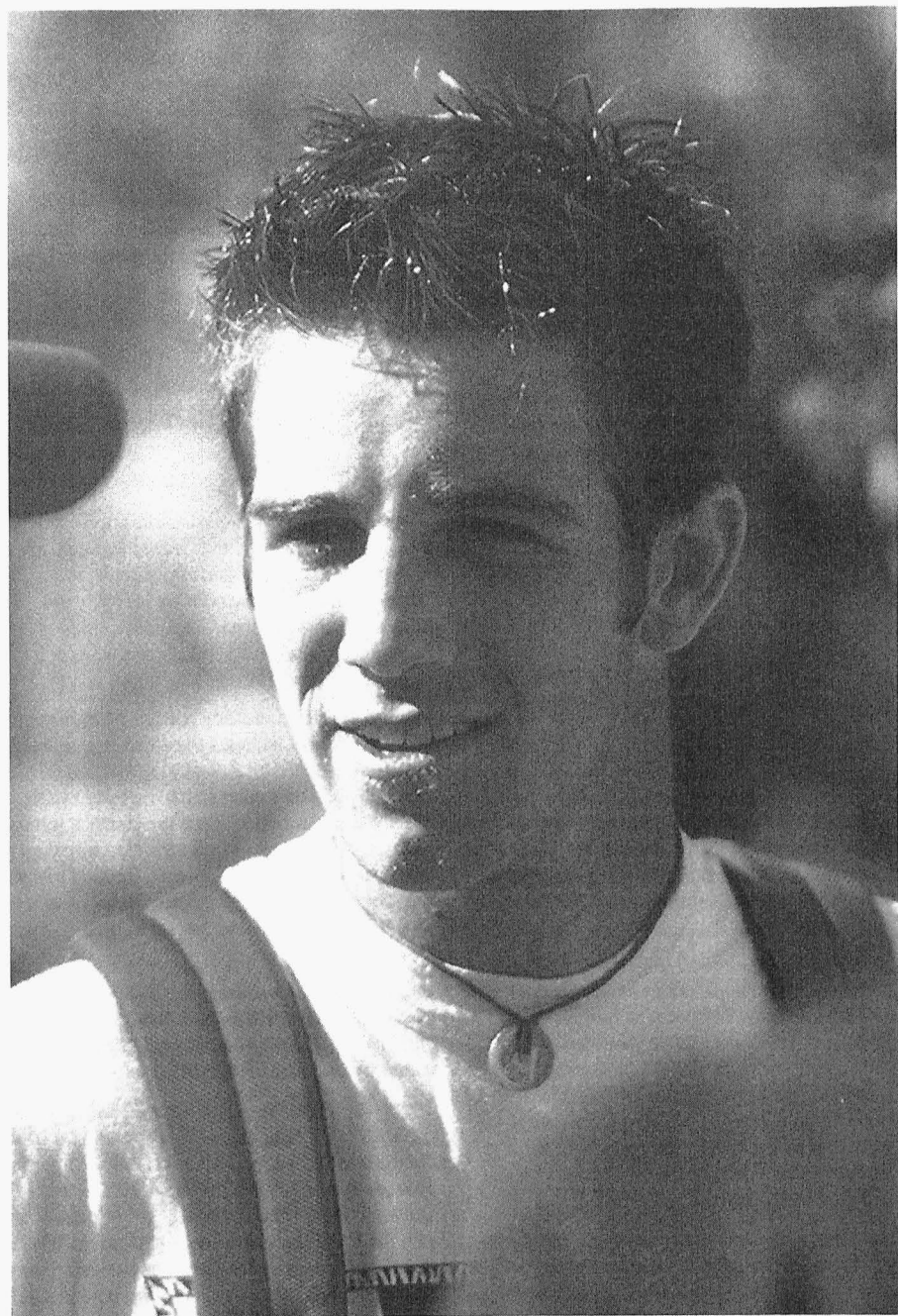
## **496. English Capstone. 2 cr. hrs.**

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

## **497. Senior Project. 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: simultaneous enrollment in ENG 496. Offered one hour fall semester and one hour spring semester.







# General Education

## General Education

Anne C. Dema, 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 life long 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, tech-

nological 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

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

**Level I:** This level of study consists of 18 hours of coursework and includes the following courses\*: GEN 100, 101, 102 or 120, 103 or 104, and two or more physical education activities courses totaling at least 2 credit hours. (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.)

**\*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.*

**Level II:** There are four categories of study (Culture and Traditions; Power and Justice; Sacred and Secular; and Science, Technology, and Human Experience) in this level from which the student chooses one course in each of three areas (12 hrs.). A student is not required to take a course in the category that most closely corresponds to the primary major at the time of grad-



# General Education

uation. For purposes of general education the following assignments of departments and majors to divisional areas apply.

## Social Sciences

*(students in these majors are exempt from Power and Justice category)*

Accounting  
Business  
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

*(students in these majors are exempt from Culture and Traditions category)*

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

*(students in these majors are exempt from Science, Technology, and Human Experience category)*

Biochemistry  
Biology  
Chemistry  
Computer Science  
Clinical Laboratory Science  
Nursing

Oxbridge Science  
Physics

## Religion

*(students in these majors are exempt from Sacred and Secular category)*

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.

**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. The 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 the general education curriculum.

**Foreign Language:** (4 hrs.). Proficiency in a foreign language at the intermediate level is required for all Bachelor of Arts students. 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 placement test. Normal placement is in 211 (or 215 for Greek, 213 for Latin), which completes the requirement. Students who have had more high school language and do well on the placement test may be placed in a level higher than the intermediate level. Those who do poorly may be placed in 114 (a review of two semesters in one). They must subsequently take 211 (or 215 for Greek, 213 for Latin) to fulfill the requirement. If a new student has had less than two years in high school, 111 is indicated with no need to take the placement test. Students who transfer an intermediate level foreign language course



# General Education

from another college have met the college's language requirement and are not required to do any more language study, provided the intermediate language course is the culmination of a sequence representing 11 or 12 hours of study. 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.

**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 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 general education 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<br>and Native America  |
| REL 272 (4 hrs.). | Judaism, Christianity<br>and Islam               |
| REL 362 (4 hrs.). | Archaeology of<br>Ancient Religions              |
| REL 363 (4 hrs.). | Comp. Lit. And Religion<br>of Greco-Roman Worlds |

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

## COURSE DESCRIPTIONS

**GEN 95 Writing Competency Lab. 0 cr. hrs.**  
Students work independently in GEN 95 to develop and demonstrate familiarity with writing and research skills necessary for success in GEN 100, the Responsible Self, and subsequent General Education courses. Normally, students enrolled in GEN 100 are concurrently enrolled in Gen 95. Others taking General Education courses may also be enrolled in Gen 95, at the discretion of the course instructor.

### Level I:

**GEN 100 The Responsible Self. 4 cr. hrs.**  
This is a humanities based, introductory course required of all students in their first semester of study at the college. Students will wrestle with the question, "What does it mean to be responsible?" from several distinct cultural and ideological perspectives as these are represented in thought-provoking literature. (A text-based course including literature and primary texts in religion and philosophy)

**GEN 101 Oral Communication. 4 cr. hrs.**  
A course in which students gain confidence in researching topics and delivering the information they find in informative, persuasive and small group oral presentations. Focus on clarity of expression and effectiveness of reasoning. Introduction to interpersonal, intercultural communication. Use of Aristotle's *The Rhetoric* to lay the foundation of ethical communication by the responsible citizen.

**GEN 102 Written Communication. 4 cr. hrs.**  
Written communication is a course in expository writing designed for first-year and transfer students. Its emphasis is on the academic genres most used in college. Through writing and revising, students explore the role of audience, context and genre in shaping genres of written communication, and learn to demonstrate logical reasoning, adequate factual support, clarity, and appropriate language choices. The course encourages students to develop a style which will make their writing interesting and readable.



# General Education

## **GEN 120 Advanced Writing. 4 cr. hrs.**

Advanced expository writing is for students with superior writing skills. The course stresses development of the student's voice as a writer through study of literary texts from several cultural or ideological perspectives and practice in various expository genres. Prerequisite: 28+ score on the ACT English test.

## **GEN 103 Math Model Building and Statistics. 4 cr. hrs.**

This course will view mathematics as a means of recognizing and describing relationships and patterns. Students will develop tools for describing and analyzing quantifiable relationships. Such necessary concepts and skills will include the study of lines, polynomials, rational functions, exponential/logarithmic expressions for various types of growth/decay, logistic, and learning curve models. Basic tools of statistics necessary for organizing and establishing inferences will include principles of descriptive statistics, point estimates, confidence intervals, hypothesis testing, and experimental design. Students with an introduction to calculus in high school, a score of 24 or above in the mathematics 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 Statistics and Applied Calculus. 4 cr. hrs.**

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 also count credit in GEN 104 towards graduation. Prerequisite: An introduction to calculus in high school, a score of 24 or above in the mathematics section of the ACT, and within the top 30% of high school class. Students who have not had the required calculus introduction in high school should take GEN

103 or MAT 155 as preparation for GEN 104.

## **CULTURE AND TRADITIONS 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. (Interdisciplinary humanities course)

### **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. (Interdisciplinary humanities course)

### **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 subculture, students will research and analyze in writing the disciplinary cultures and methodologies their chosen text will represent in performance. (Interdisciplinary humanities course)

### **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. (Interdisciplinary humanities course)



# General Education

## **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. (Interdisciplinary humanities course)

## **GEN 205. La Doulce France.**

**4 cr. hrs.**

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

## **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. (Interdisciplinary humanities course)

## **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. (Interdisciplinary humanities course)

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

## **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. (Interdisciplinary humanities course)

## **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. (Interdisciplinary humanities course)

## **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



# General Education

and Religious Studies in its examination of both written texts and visual art. (Interdisciplinary humanities course)

## **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. (Interdisciplinary humanities course)

## **SACRED AND SECULAR INTERDISCIPLINARY COURSES IN RELIGIOUS STUDIES:**

### **GEN 225. Christ and Culture.**

**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. (Interdisciplinary humanities/religion course)

### **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. (Interdisciplinary humanities/religion course)

### **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. (Interdisciplinary humanities/religion course)

### **GEN 229. Christianity and Tyranny.**

**4 cr. hrs.**

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

### **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. (Interdisciplinary humanities/religion course)

### **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). (Interdisciplinary humanities/religion course)

### **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 back-



# General Education

ground in music is not necessary. (Interdisciplinary humanities/religion course)

## **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. (Interdisciplinary humanities/religion course)

## **GEN 235. The Sacred Image. 4 cr. hrs.**

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

## **GEN 236. The Sacramental Tradition in Ireland. 4 cr. hrs.**

This course explores the history and the richness of the sacramental tradition in Ireland. Irish culture is steeped in religion and the incarnational life, celebrating the Jesus who ate, worked, and played, as well as the Jesus who prayed. The beauty, and the limits, of this way of life will unfold through an examination of the sacramental tradition in contrast to other Christian traditions; a study of the history and poetry of the Celtic Christians; and a reading of *Angela's Ashes*, a contemporary memoir, the short stories of Frank O'Connor, and James Joyce's *The Portrait of the Artist as a Young Man*. (Interdisciplinary humanities/religion course)

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

All courses include a required lab component.

## **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 an environmental science course or for a biological laboratory science. (Lab science course)

## **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. (Lab science course)

## **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 course will meet teaching certification requirement for a biological laboratory science. (Lab science course)

## **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 certi-



# General Education

fication requirement for a physical laboratory science. (Lab science course)

## **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. (Lab science course)

## **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. (Lab science course)

## **GEN 256. The Science of Sight and Sound 4 cr. hrs.**

The nature of sound and light is addressed in the context of our auditory and visual senses. Physics of sound, anatomy and physiology of the ear and the pathway to the cerebral cortex, and the psychology of perception are drawn upon to understand the functioning of musical instruments as well as our perception of music. The richness of color sensation in nature and art is addressed by similarly drawing on the physics of light, as well as the anatomy, physiology and psychology of vision. Technological approaches to correcting ocular and auditory defects are addressed as well as means of enhancing or extending the senses of sight and hearing. This course will meet teaching certification require-

ment for a physical laboratory science. (Lab science course)

## **GEN 257. Emerging and Re-emerging Infectious Diseases: Local and Global Issues 4 cr. hrs.**

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

## **GEN 258 Astronomy and Cosmology: Observations and Theories of the Universe 4 cr. hrs.**

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

## **Power and Justice in Society. Interdisciplinary Courses in the Social Sciences:**

### **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. (Interdisciplinary social science 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 care-



# General Education

ful examination of theories of psychosocial 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. (Interdisciplinary social science course)

## **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. (Interdisciplinary social science course)

## **GEN 278. Worlds of Islam.** 4 cr. hrs.

A study of contemporary literary and film texts from several Islamic cultures, dealing with the experience of growing up as a Muslim. The texts are selected to provide both a general familiarity with the beliefs and practices of Islam, and to illustrate the ways in which history and culture have influenced the very different ways in which Islam is experienced by Muslims and applied to such fundamental categories of power and justice as gender, human rights and democracy. Class discussion format. Students write regularly in response to assigned readings and film viewings. (Interdisciplinary social science course)

## **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. (Interdisciplinary social science course)

## **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. (Interdisciplinary social science course)

## **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. (Interdisciplinary social science course)

## **GEN 282. Constitutional Questions.** 4 cr. hrs.

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

## **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



# General Education

teaching certification requirement for U.S. history and government. (Interdisciplinary social science course)

## Level III:

### **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 market 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. hrs.**

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 inter-

ests 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.

### **GEN 406. Capital Punishment. 4 cr. hrs.**

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



# Geography/Geology

## 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.



## History

*Oxbridge Professor K. Chatlos, chair; Professors F. Spletstoser, E. Reynolds; Associate Professor J. Woodruff.*

**The 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. Students may count one course from the following list as a middle level course for their major: ART 250 or 251, GEO 304 or POL 211, 313, 314, or 334. Only one of these courses may be counted towards the history major. 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.

**The Minor:** Introduces students to the basics of world and American history in a 16-24 hour program. Students chose either an American or world history emphasis, enabling the student to do more in-depth study and to learn more about the work of historians. Students in the minor will be taught most of the same skills that history majors learn, including analytical reading, critical thinking, persuasive writing, and effective argumentation. Students in their first year will normally need to take at least one of the survey courses (121 or 122; 103 or 104). Normally, after at least one American and one World survey course, students take at least 12 hours of 200-300-level courses (with at least eight hours in the area of emphasis and at least four hours in the other area).

**General Education:** Students who select history as their first major must follow the require-

ments 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 secondary school, grades 9-12, with an extension in middle school, grades 5-9. (Missouri does not offer teacher certification in purely "history.") 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 teacher certification checksheets. Handbooks and checksheets are available at 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



# History

(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. Fall Semester.

## **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. Spring semester.

## **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 that 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.

**204. Introductory History Colloquium: American History. 4 cr. hrs.**  
For contours of 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 ID 282, "British Studies," at Harlaxton College, England, may not take HIS 223 for credit towards the history major.

### **224. Modern China. 2 cr. hrs.**

A consideration of the development of China from the late 19th century to the present. Gives particular attention to China's attempts to modernize in reaction to Western and Japanese imperialism.

### **226. Modern Japan. 2 cr. hrs.**

A consideration of the development of Japan from the mid-19th century to the present. Gives particular attention to Japan's attempts to modernize in reaction to Western imperialism.

### **228. Soviet Union. 4 cr. hrs.**

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

### **300. The United States, 1850-1877: Civil War and Reconstruction. 4 cr. hrs.**

A detailed account of the causes of the War for Southern Independence, the course of the war itself, and the process of reconstructing the states that formed the Confederacy. Emphasis is placed on the period's historiography, upon social and political factors that propelled and grew out of the onrush of events, and upon major characters who played leading roles in the era.



## **301. Jacksonian America:**

**The United States, 1820-1850. 4 cr. hrs.**

This course examines the often volatile three decades from the Missouri Compromise to the Compromise of 1850. Special emphasis is placed on the mounting sectional conflict that steadily drove the nation toward disunion, the major social, political, and economic issues that sustained that conflict, reform movements and national leadership.

## **305. The Rise of the City in the United States.**

**4 cr. hrs.**

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

## **306. American Westward Movement:**

**A History of American Frontier. 4 cr. hrs.**

The course examines the succession of American frontiers from the earliest days of New France and the Spanish Borderlands through the Anglo-American colonial frontier and the trans-Appalachian and trans-Mississippi West. 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.**

**2 hrs. credit for 312; 2 hrs. credit for 313.**

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. 2 hrs. credit for 314; 2 hrs. credit for 315.**

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.



# History

## **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 Führer'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.

## **SENIOR COURSES**

## **400. Senior Capstone Research Seminar** 4 cr. hrs.

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

mission before enrolling. Offered every semester.

## **450. Seminar Topics in European History.** 4 cr. hrs.

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

## **480. History Internship.** 1-6 cr. hrs.

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



# Ind. Study/Japanese Study

## 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

William Jewell students earn a major in Japanese area studies through a year's successful work at Seinan Gakuin University, in Fukuoka, Japan, as part of our exchange program with Seinan. William Jewell students in Japan are enrolled in the International Division of Seinan, a sister Baptist institution, which offers a curriculum in English. Typical course offerings include:

Traditional Japanese Sports

Japanese Literature in Translation

Comparative Religions

Japanese Calligraphy

Traditional Culture of Japan

Japanese Psychology and Society

Japanese Business Management

Japanese Economy

Japanese Politics

In addition to courses similar to the above, all students must enroll in 6 hours of Japanese language study each semester. Japanese language instruction is offered at all levels, from beginning to advanced.

The major requires 12 hours of Japanese lan-

guage courses and 20 hours of other courses related to Japan. While previous study of Japanese is strongly recommended, it is not required to apply for study at Seinan. Since it can be earned in single year, the Japanese Area Studies major is an excellent second major for students interested in Japanese language and culture and who are considering an international career. For more information, contact the Department of Modern Languages.



# Languages

## Languages

*Associate Professor R. Kauffmann, chair; Professors M. Cadd and J. Westlie; Associate Professors S. Myers, K. Tacelosky and J. Woodruff; Instructor N. Higashimichi.*

Students pursuing the B.A. degree must complete one semester of foreign language at the intermediate level or higher. Please see the general education section of this catalog for detailed information about transferring college credit to fulfill the William Jewell language requirement.

Entering students may receive up to 8 hours of credits in French, 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.

All students with two or more years of the same foreign language in high school must take a placement test to determine the course they must enroll in. Students whose placement tests do not qualify them to enroll in an intermediate course may enroll in a course at a lower level as the placement score indicates. Students with two years or more of Spanish or Latin in high school may not enroll in the beginning courses of that language (111-112) but instead in the accelerated elementary course (SPA or LAT 114). Please see the general education section of this catalog for detailed information about transferring college credit in foreign language courses.

## French or Spanish Major

French majors must complete 24 hours of French courses numbered 300 or above, including FRE 415. It is highly recommended that French majors complete at least 6 hours of French study in a French-speaking region.

Spanish majors must complete 24 hours of Spanish courses numbered 300 or above, including Spanish 415. It is required that at least 8 hours of 300-level study be completed in a Spanish-speaking country.

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

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 checksheets available in the education department office.

## International Business and Language Major

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

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

Students may choose a language other than French or Spanish for their IBL major. Such a student must complete a proposal for a self-designed major that meets the language and target language area requirements of that major. This proposal must be approved by the Chair of the Languages Department and the Academic Dean.

## International Business and French

### Required courses:

Sixteen hours of courses in French 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



# Languages

a study abroad program. French students must include FRE 323 and a semester in Dijon, France, in the 16 hours. Fifteen hours of business courses, including BUS 201, 305, 315, 318, and 334. Nine hours of economics courses, including ECO 201, 202, and 404. Eight hours of accounting courses, including ACC 211 and 341. Eight hours of courses dealing with the target language area and taken while studying overseas or chosen from the list below:

## 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      |
| PHI 352    | Existentialism                           |
| PHI 354    | Business Ethics                          |
| POL 215    | Intermediate Seminar*                    |
| POL 250    | Introduction to World Politics           |

\*depending on the course topic

## International Business and Spanish

### Required courses:

Sixteen hours of courses in 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. Students must take at least 4 hours of Spanish 320. Fifteen hours of Business courses, including BUS 201, 305, 315, 318, and 334. Nine hours of Economics courses, including ECO 201, 202, and 404. Eight hours of Accounting courses, including ACC 211 and 341. Eight hours of courses dealing with the target language area and taken while studying overseas or chosen from the list below:

## 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             |
| PHI 354 | Business Ethics                |
| POL 215 | Intermediate Seminar*          |
| POL 250 | Introduction to World Politics |

\*depending on the course topic

## Language Minors

### Minor in Classical Humanities

The interdisciplinary Classical Humanities minor is intended to provide students interested in the ancient Greek and/or Roman world with the background and skills (historical and linguistic) necessary to pursue that interest, broadly or narrowly. Classical Humanities minors (16-18 hours total) comprise 8 hours of Latin or 8 hours of ancient Greek at the intermediate level or above, 3-4 hours of Roman and/or ancient Greek history, and 3-6 hours in a specialized area of classical studies chosen by the student from a discipline other than history or language (e.g., art or philosophy or political science). Up to 6 hours of credit may be earned from approved study abroad or exchange programs. A research project approved by the Coordinator concludes the minor. A grade of at least C- is required in all coursework and on the final project, with a cumulative GPA of at least 2.00 for all work done in the minor.

### Minor in French

The French minor is designed for students who would like to add a French component to their other major, such as art, music, business, pre-engineering, international studies and other fields in which France and Francophone countries play a role. French minors must complete 16 hours of French courses, including FRE 212, FRE 323, and two other courses numbered 300 or above. The student may replace FRE 212 with another course numbered 300 or above, if the student, upon taking the placement test, is allowed to enroll directly into FRE 323. A grade of C- or higher is required in each course to complete the minor.



# Languages

## Minor in German

The German minor is designed to allow students the opportunity to further their knowledge of the German language and literature, as well as the culture of the German-speaking countries. A required semester of study in a German-speaking country will provide the student with first-hand knowledge of life there and enhance both the student's professional and educational opportunities. German minors must complete 16 hours of German-language courses beyond German 211; twelve of those hours must be at the 300-level and at least four of those hours must be completed at WJC. A grade of C- or higher is required in each course to complete the minor.

## Minor in Spanish

The Spanish minor is designed for students who would like to improve their communicative ability in Spanish, and to broaden their understanding of the Hispanic cultures. The ability to communicate in Spanish will enhance career possibilities for students who are considering working in a variety of human service fields, such as education, health, business and counseling. Spanish minors must complete 16 hours of Spanish courses beyond Spanish 211, and a minimum of 12 hours of those must be on the 300 level. Spanish 320 is a requirement for completion of the minor in Spanish. A grade of C- or higher is required in each course to complete the minor.

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

For special cases only, primarily upperclass or transfer students who need partial credit to finish out the elementary or intermediate courses, or students who have valid scheduling problems. Prerequisites for 115: the equivalent of 111 and consent of instructor. Prerequisites for 215: the equivalent of 112 and consent of instructor.

### **411, 412. Tutorial in French or Spanish. 1-4 cr. hrs.**

Extensive directed study in an area of special interest to the student, with preparation and presentation of reports. Prerequisite: consent of the instructor. Offered either semester as needed.

## French

### **111. Elementary French I. 4 cr. hrs.**

A complete introductory college course in French covering the skills of listening, speaking, reading and writing French. Four class sessions per week plus one conversation session with French Assistant. 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.

### **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 semester.

### **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.

### **320. Special Topics in Francophone Literature. 4 cr. hrs.**

This literature course will address various topics related to the history, civilization and literature of Francophone countries. Prerequisite: Any 300 level French course. May be taken more than once under a different topic. Offered Fall and Spring semesters every third year.

### **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 opportuni-



ties 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, every third year.

**351. French Theatre of the 17th and 20th Centuries.** 4 cr. hrs.

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

**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, every third year.

**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, every third year.

**415. Synthesis of French Literature and Culture.** 4 cr. hrs.

A broad-ranging study of literary texts not included in previous courses with a view to creating an understanding of movements and trends in literature in relation to historical and cultural developments, but with particular emphasis on the 18th century; supporting study of the historical and

cultural context of the 18th century; preparation of a major paper designed to foster the development of an integrated view of French literature and culture over a wide spectrum. Prerequisite: 16 credit hours numbered 323 or above. Offered on an independent study basis as needed.

## German

**111. Elementary German I.** 4 cr. hrs.

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

**112. Elementary German II.** 4 cr. hrs.

Expands upon the objectives of German 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.

**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. Fall 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.



# Languages

## 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 as well as cultural readings, and extensive practice in writing. Prerequisite: SPA 112 or 114 or equivalent.

### 213. Introduction to Literary

#### Readings and Grammar Review.

2 cr. hrs.

An introduction to the study of literature and literary analysis. Literature will be selected from Spain, Latin America and Latino (USA) sources. Intensive grammar review and compositions, as well as readings about the authors and their cultural context, will accompany the study of the texts. Prerequisite: Spanish 211 or equivalent.

### 214. Spanish for the Working World.

2 cr. hrs.

Introduction to the appropriate use of Spanish for business, international trade and other professional contexts. Emphasis is placed on commercial terminology, documentation and correspondence. Areas such as advertising, trade, trans-

portation, banking, and finance will be covered in this course. Prerequisite: Spanish 211 or equivalent.

### 216. Special Topics in

#### Hispanic Culture.

2 cr. hrs.

This course will study topics related to the history, civilization and literature of Spanish-speaking populations in the United States, Latin America and Spain. Prerequisite: Spanish 211 or equivalent.

### 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: at least 2 hrs. in intermediate Spanish courses beyond SPA 211.

### 320. Topics in

#### Hispanic Civilization

4 cr. hrs.

An introduction to the literature, history and cultures of Spain and Spanish America. Major literary works are studied in their historical and cultural contexts. The course content is divided into two sections which are taught in alternate years. Section A focuses on Hispanic civilization and literature before 1800, and section B focuses on the 19th and 20th centuries. Students may take both sections of this course in consecutive years for a total of 8 credit hours. The course emphasizes writing skills and the development of clarity and accuracy in both written and spoken Spanish. Prerequisites: Prerequisite: at least 2 hrs. in intermediate Spanish courses beyond SPA 211 or equivalent.

### 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 19th Century. Prerequisites: SPA 320.



# Languages

## **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. Prerequisite: SPA 320 or permission of instructor.

## **325. 20th Century**

### **Spanish Theater. 4 cr. hrs.**

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

## **326. Study of Don Quixote. 4 cr. hrs.**

An in-depth study of the character of Don Quixote, and analysis of Cervantes' narrative technique. The course will require reading of the novel in a version which retains many archaic forms of speech, as well as selected contemporary critical works. Prerequisites: SPA 320 or permission of instructor.

## **327. Advanced Oral and**

### **Written Spanish. 4 cr. hrs.**

This course is designed to refine speaking and writing skills through discussion of topics related to Latin America, the United States and Spain. Compositions related to these topics will enhance writing proficiency in Spanish. Prerequisite: Prerequisite: at least 2 hrs. in intermediate Spanish courses beyond SPA 211 or equivalent.

## **328. Advanced Grammar and Introduction to Spanish Linguistics. 4 cr. hrs.**

Introduces students to the study of the systems of Spanish: syntax, phonology, lexicon and morphology and language as a social construct. Regional varieties of Spanish spoken in Spanish, Latin America and the US as well as Spanish in contact with other languages will be considered. Prerequisite: Prerequisite: at least 2 hrs. in intermediate Spanish courses beyond SPA 211 or equivalent.

## **350, 450. Internship in Spanish. 1 cr. hr.**

Spanish majors in their junior or senior year may take an internship for a maximum of one

credit hour. The exact nature of the internship experience will be worked out with the Spanish faculty and is subject to approval by the chair of the department. Internship credit may not be applied to credit for the major in Spanish.

## **415. Hispanic Civilization and**

### **Literature: Senior Synthesis. 4 cr. hrs.**

This course is for the student whose major field is Spanish, and is the final course in the major sequence. The focus of the course is on synthesizing knowledge from previous courses into a broad historical and cultural framework. The emphasis of the course will be a major research project that incorporates works read in previous classes into a theme-based paper. 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. Every third semester.

## **112. Elementary Japanese II. 4 cr. hrs.**

A continuation of JPN 111 with an increased emphasis on reading and writing Japanese. Every third 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. Every third 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



# Languages

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. ea.**  
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.)

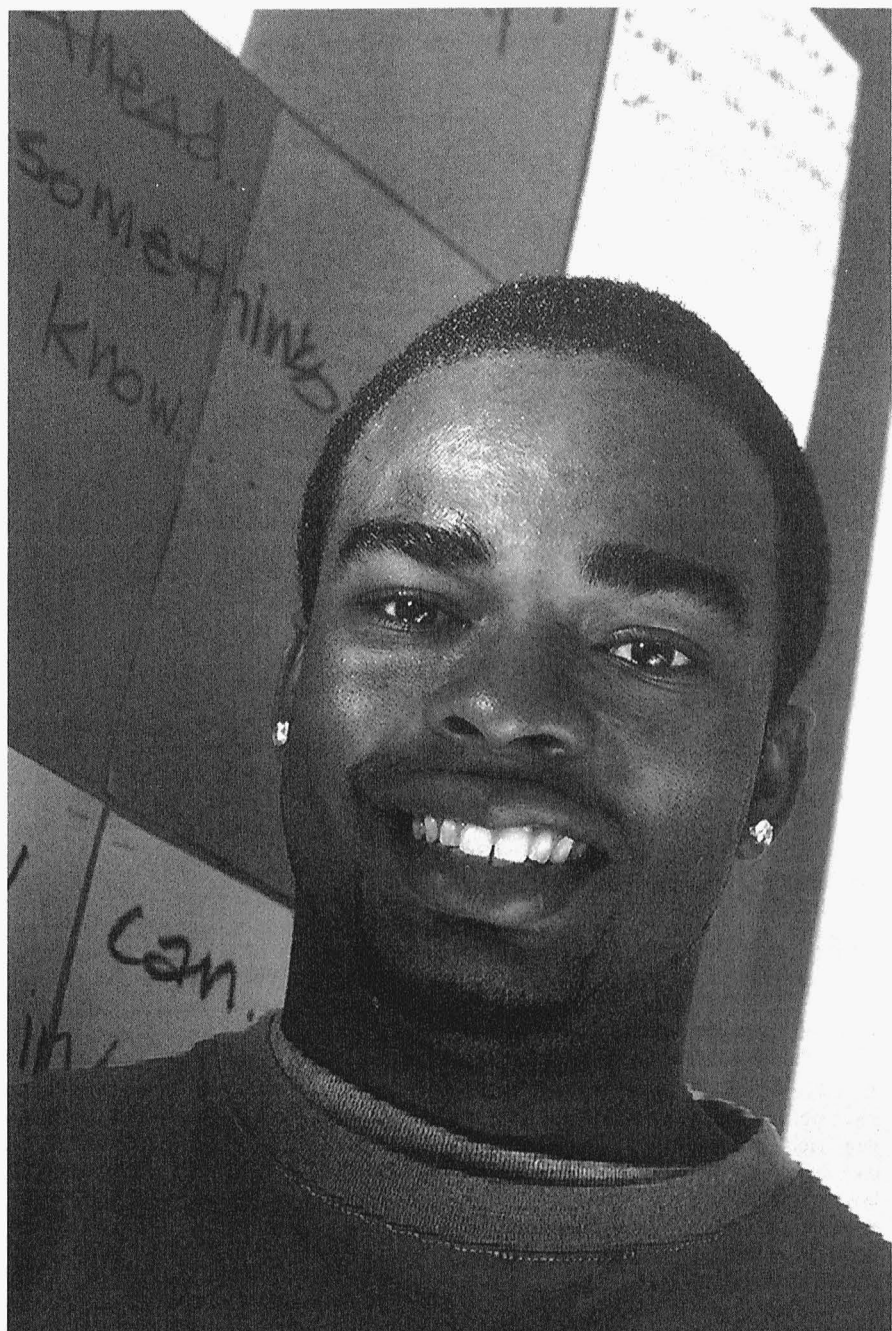
**114. Accelerated Elementary Latin. 4 cr. hrs.**  
Inflection, syntax, word formation, vocabulary building are emphasized. The course covers the same material as LAT 111, 112 at an accelerated pace for students who have had two or more years of Latin in high school, but whose placement test scores indicate 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

## Leadership Studies Program

Professor S. Nadler, director; K. Shaffstall, associate director; T. Long, Tucker Leadership Lab coordinator.

### INTERDISCIPLINARY MINOR IN NONPROFIT LEADERSHIP

The Interdisciplinary Minor in Nonprofit Leadership is designed to prepare students to serve communities through volunteerism and/or careers in the nonprofit sector. The value-adding minor builds on the Responsible Self curriculum and complements any major. Students interested in this minor should contact Dr. Nadler.

|             |   |                 |
|-------------|---|-----------------|
| SVL 101     | Meeting Human Needs and Alleviating Suffering                 | 2 cr. hrs.      |
| LSP 250     | Leadership: Cornerstone Seminar ( <i>nonprofit emphasis</i> ) | 2 cr. hrs.      |
| BUS 201     | Organization and Management                                   | 3 cr. hrs.      |
| BUS 305     | Marketing Principles  | 3 cr. hrs.      |
| ACC 211     | Fundamentals of Financial Accounting                          | 4 cr. hrs*      |
| COM 260     | Organizational Communication (or BUS 302)                     | 4 or 3 cr. hrs. |
| PSY 306     | Developmental Psychology (Adolescence)                        | 2 cr. hrs.      |
| SVL 301     | Service Learning Internship (or major internship)             | 2 cr. hrs.      |
| IDS 350-450 | Independent Study (Group Project)                             | 2 or 3 cr. hrs. |

The minor requires 2 or 3 credits of special topics which will be offered as 0.5 or 1 credit hour workshops/group projects. Topics will be announced prior to registration. Special interest areas may include: Grant Writing, Fundraising, Risk Management, Board Development, Social Enterprise.

**Total 24 cr. hrs**

#### Notes:

1. \*There will be a special notation for an existing fall semester section of the current ACC 211 (ACC 211AH) to accommodate students seeking American Humanics certification and this minor. Such students will enroll in this course to study fundamentals of financial accounting and for additional study of nonprofit accounting offered in ACC 411. The courses will meet at the same time period during the fall semester and the study of topics will be coordinated allowing students to move from ACC 211 into ACC 411 with minimum disruption.
2. Students pursuing the Nonprofit Leadership Minor may not use Service Learning trips to satisfy the internship requirement.
3. Students may use internship credit available through a major department or a certificate program to satisfy the internship requirement if the internship is in the nonprofit sector and meets the common criteria.
4. Pryor Fellows who elect this minor may substitute LSP 251 and LSP 350 for the COM 260 or BUS 302 requirement and may use LSP 300 (Volunteer Internship) and LSP 301 (Vocational Internship) for the internship requirement if the internships are in the nonprofit sector and meet the common criteria.
5. Business Majors who elect this minor are encouraged to take BUS 481 (Internship) to meet the internship requirement. The internship must be in the nonprofit sector and meet the common criteria.
6. Students who complete this minor should also consider American Humanics Certification. A student who earns the Nonprofit Leadership Minor may also qualify for an American Humanics certificate by completing a 300 hour internship at an approved nonprofit agency/organization (the 2 cr. hr. internship required in the minor may count as approximately a third of those hours); by participating in the American Humanics Student Association; by attending at least one American Humanics



Management Institute (AHMI Conference); and by providing the program director all information needed to complete the transcript/application process. Students who pursue this minor are not required to pursue AH certification. Conversely, student may receive AH certification without earning a minor in nonprofit leadership.

## PRYOR LEADERSHIP STUDIES PROGRAM

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

Students are chosen each spring semester through a competitive application/interview process. In order to graduate as Pryor Leadership Fellows and receive the corresponding leadership certificate, students must complete all required activities. 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 (set by the Outward Bound School) and the cost of William Jewell tuition. (Scheduled during the semester break.)

### **300. Volunteer Internship. 1 cr. hr.**

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

### **Lecture Series 0 cr. hrs.**

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

### **Leadership Portfolio.**

A leadership portfolio is maintained on each Pryor Fellow. In order to received the Pryor



# Leadership

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

1. Leadership Growth Plans.
2. Outward Bound Journal and Summary Document
3. Internship Journals and Internship Exit Essays
4. Mentors' Evaluations
5. Eight "Top Ten" Papers (lecture series)

Other items deemed appropriate by the director.

## TUCKER LEADERSHIP LAB

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 HUMANICS NONPROFIT LEADERSHIP PROGRAM

The American Humanics 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.



## 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 MAT 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.

### Teaching Certification

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.

**Minor:** 15 hours including MAT 200, 201, either 281 or 202, and one course from 301, 305, 335, 346, 410.

### B.S. in Mathematics With Data Processing Emphasis

**Major:** MAT 200, 201, 281, 335, one upper level elective in mathematics; CST 191, 265, 271 plus two computer science electives; ACC 211, 341; BUS 201, 301.

### 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 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: Introduction 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 or BUS 318 will not receive credit in MAT 203. Pre-req-



# Mathematics

quisite: 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. 4 cr. hrs.**

An introduction to probability spaces, distribution and estimation theory with emphasis on model building. Prerequisite: MAT 201. Fall semester, odd years.

## **331. Symbolic Logic. 4 cr. hrs.**

Symbolic logic is a rigorous introduction to formal logic. Topics covered include symbolization, syntax, semantics, derivations and metatheory for both sentential and predicate logic as well as applications in mathematics and philosophy. 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, on demand.

## **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. Spring semester, even 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. On demand.

## **490. Independent Study.**

**1-4 cr. hrs.**

Approved on- or off-campus projects in independent research and reading by mathematics majors.



## Music

*Professor D. Brown, Chair; Professors H. Brown, A. Epley; Distinguished Service Professor P. Posey; Associate Professors A. Brandolino, Ian Coleman, R. Folsom, C. Permenter, R. Witzke; Assistant Professor 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 and recital requirements). 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.

A music minor is also available. It may be especially appropriate for students whose primary majors would make it difficult to pursue a second major in music, and for those students who decide to do serious music study rather late in their collegiate careers. The minor requires 20-21 hrs. of music study (exclusive of choral and instrumental/performance lab/ensemble requirements). 8 hours of basic musicianship/theory, 2 hours of conducting, 6 hours of applied study (including keyboard), 2-3 hours of music history/literature and 2 hours of music electives are required for the minor.



# Music

## 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.

### **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.

### **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.



## HISTORY AND APPRECIATION

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

Open to students desiring an understanding of music as an element of liberal culture. Designed to develop competence in listening to music and to offer meaningful experiences in legitimate music. Previous training in music not required.

*MUS 140A: Music of Western Cultures, open to non-majors only* *MUS 140B: Music of Eastern Cultures, open to all students.*

### **341. History of Western Music. 3 cr. hrs.**

A survey of music of western civilization through the Baroque Era. Prerequisite: MUS 201a and 201b or 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 fac-

ulty. 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             |    |

## 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



# Music

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. (Fee charged.)

**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. (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 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. 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. 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. 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. Also listed as EDU 462.

## CONDUCTING

**260. Beginning Conducting. 2 cr. hrs.**

**260a. Beginning Instrumental  
Conducting. 1 cr. hr.**

Beginning conducting techniques in instrumental conducting. First 7 weeks, spring semester.



**260b. Beginning 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: Beginning Conducting, Music Fundamentals and Theory and Ear Training I or permission of instructor. Fall semester.

**362. Advanced Choral Conducting. 2 cr. hrs.**  
Choral conducting techniques including experience with campus ensembles. Prerequisite: Beginning Conducting, 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.

**344. Christian Hymnody: A Window into the Bible, Christian History and Theology 4 cr. hrs.**  
Using a study of the Psalms and selected Old Testament and New Testament Canticles, the hymns of the early and medieval church, the hymns of the Lutheran Reformation, the psalmody of the Genevan, Scottish and English Reformation movements and the development of English and American hymnody, the course explores the importance of congregational song in biblical understanding, Christian history, and Christian theology and worship. A background in music is not necessary. Also listed as GEN 233.

**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.

**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.**



# Music

## LARGE ORGANIZATIONS

### **303. Chapel Choir.** 1 cr. hr.

Membership in the Chapel Choir is open to the student body. Membership auditions are held each semester. The choir sings for college worship services, presents concerts in area churches, and makes an annual tour. The tour choir consists of approximately 80 voices and is selected from the membership of the Chapel Choir. Applicable to vocal lab/ensemble requirements for music majors.

### **304. Concert Choir.** No credit

An organization of limited membership selected for tone production and musicianship surveying great choral literature. This organization represents the college in public engagements, makes annual tours and periodic international tours. Its repertoire includes sacred and secular works. Members are selected by audition from the sophomore, junior, and senior classes. Those auditioning should plan to remain in the group for the entire school year. Applicable to vocal lab/ensemble requirements for music majors.

### **305. Symphonic Band.** 1 cr. hr.

Open to all students by audition, this 60 piece band meets three times weekly. Primarily a concert organization, the band does not march. The group presents area concerts and tours regularly. Applicable to instrumental lab/ensemble requirements for music majors.

### **306. Jazz Band.** No credit

The Jazz Band offers a creative outlet for the instrumental musician through performance of a variety of jazz literature. The Jazz Band performs concerts on campus and in the Kansas City area, as well as at home football games and other selected athletic events. Membership is achieved by audition, subject to fixed stage band instrumentation.

### **307. Liberty Symphony.** 1 cr. hr.

This orchestra is open to all students and community musicians as positions are available. The symphony rehearses once a week for two hours, and presents four to six programs a year. Applicable to instrumental lab/ensemble requirements for string music majors.

## PROFESSIONAL COURSES

### **241. Recording Studio Techniques.** 3 cr. hrs.

A study and practical application of recording techniques and development of recording skills. Designed to develop competency in electronic audio recording, especially through "hands-on" use of equipment and software.

### **370. Independent Study.** 1-4 cr. hrs.

**372. Organ Pedagogy.** 2 cr. hrs.  
Survey of organ method books. Practical application through observation and supervised teaching.

**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.

**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.

**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 N. Godfrey, chair; Professor R. Edwards; Assistant Professors S. Fletcher, S. Lasiter, V. Meek, L. McBroom and C. Roberts; Instructor M. Heutinck.*

The Department of Nursing offers a Bachelor of Science degree in Nursing (BSN), which includes coursework in liberal arts, leadership, and professional nursing. Students may enter the Traditional BSN track as first year William Jewell students, or as transfer students prior to spring of the sophomore year. Second degree students may apply for the Bachelor of Science in Nursing – Accelerated Track (BSN-AT).

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 of Nursing.

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 eligible to apply to take the licensure examination must be at least 19 years of age, have completed high school or GED equivalent and have successfully completed the nursing program. In compliance with the Missouri Nurse Practice Act (Chapter 335 of the Missouri Statutes, section 335.066), nursing program applicants should be aware that the Missouri State Board of Nursing may refuse to issue a

license for specific reasons related to moral turpitude, intemperate use of alcohol or drugs, conviction of a crime. Questions may be directed to the Missouri State Board of Nursing, 3650 Missouri Blvd, Jefferson City, MO. 65102.

**Please note:** Admission to and graduation from the nursing major does not ensure eligibility for state licensure. Any candidate for licensure who has ever been charged or convicted of a misdemeanor or a felony will be required to submit documentation of the court proceedings for that charge or conviction to the State Board of Nursing of the state in which licensure is sought. The 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 is administered each semester by the Department of Nursing. The cost of this testing is paid by the student.

Nursing students in the Traditional BSN track enroll in the Pryor Leadership Studies in Nursing program in the fall semester of the junior year. This specialized program teaches personal, vocational, and civic leadership through critical reflection, mentoring, and experience. After successful completion of the program, the student receives a Pryor Leadership Studies Certificate.

## ADMISSION

### Traditional BSN Track

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.



# Nursing

- 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 the declared major.

## **Essay:**

Essay guidelines are included on the Department of Nursing application. Students begin nursing courses in the spring semester of the sophomore year. To be considered for spring admission, applications must be submitted by June 1 of the preceeding year. A detailed statement of policies and procedures is available in the Department of Nursing Student Handbook. Up to sixty students will be admitted each year. Transfer students are considered using the same criteria used with current William Jewell students, and are accepted on a space available basis.

Clinical nursing courses do not usually transfer among nursing programs.

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

**BIO 243 - Anatomy (with lab)**

**GEN 102 - Written Communication**

**PSY 211**

**CHE 113 (with lab)**

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:

**BIO 321 - Microbiology (with lab)**

**BIO 250 - Physiology (with lab)**

**GEN 101 - Oral Communication**

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

Nursing majors are required to take General Psychology, Abnormal Psychology, and GEN 103, Math Model Building and Statistics, prior to NUR 370 and NUR 372.

## **Accelerated BSN track (BSN-AT)**

To be considered for the Department of Nursing Bachelors' of Science in Nursing—Accelerated Track (BSN-AT), applicants must:

- Be accepted for admission to William Jewell College.
- Hold a Baccalaureate or higher degree (BA or BS degree) from an accredited four year college or university.
- Complete the Department of Nursing application, including essay.
- Have earned a minimum cumulative Grade Point Average of 2.5 on a 4.0 scale. (Please note the minimum GPA of 2.5 does not guarantee admission to the program.)
- Provide a community volunteer experience and/or health related experience summary.
- Provide two letters of recommendation from individuals that attest to the candidate's character and ability to complete a course of intensive study. One letter should be from a professional colleague or academic reference.
- Participate in a personal interview with members of the nursing faculty after all application materials are received.
- Complete the prerequisite courses listed below prior to beginning the courses in the BSN-AT track.

## **Prerequisite courses:**

|                            |           |
|----------------------------|-----------|
| Microbiology with a lab    | 4 credits |
| Human Anatomy with a lab   | 4 credits |
| Physiology with a lab      | 4 credits |
| Introduction to Psychology | 4 credits |
| Abnormal Psychology        | 4 credits |
| Nutrition                  | 2 credits |
| Chemistry with a lab       | 5 credits |



## **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 in a day care setting. This course is designed for early childhood and education majors. Students 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. Physical Examination and Health 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. Corequisites: NUR 242, 250. Spring and summer semesters.

## **242. Pharmacology. 2 cr. hrs.**

This course is a study of major drug classifica-

tions and will include: pharmacodynamics, pharmacokinetics, therapeutic uses, adverse reactions, precautions and contraindications, nursing interventions and client education. Corequisites: NUR 232, 250. Spring and summer semesters.

## **250. Fundamentals of Nursing and Health Care. 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. Spring and summer semesters.

## **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 and is taught as a guided study. Prerequisite: chemistry course. Fall, spring, and summer semesters.

## **320. Health Management of Adults 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 holistic framework. The clinical component consists of experience in medical-surgical nursing. Four hours of lecture and 12 hours of clinical practicum/laboratory per week. Prerequisite: NUR 232, 242, 250. Fall



# Nursing

semester.

## **370. Perspectives of 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.

## **372. Health Care 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. Health Management of Children and Adolescents.**

**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. Health Management of Childbearing Families and Women's Health.**

**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 critical to the delivery of comprehensive care. Focus is on student presentations and discussions of selected topics, including Parish nursing. Prerequisite: None.

## **470. Management of Critical Health States**

**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. The course includes lecture and clinical experiences in specialty areas. Prerequisite: NUR 232, 242, 250, 301, 311, 320, 370, 372, 380, 400, 410. Spring semester.

## **480. Application of Management Concepts**

**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. Leadership**

**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.







# Occupational/Physical Therapy

## Occupational Therapy

Students may apply to enter the 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.

All of the following courses are required either by Washington University or William Jewell College.

|   |                |
|---|----------------|
| GEN 100   | 4 cr. hrs.     |
| GEN 101   | 4 cr. hrs.     |
| GEN 102 or 120  | 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.    |
| (one class in each level II   |                |
| GEN category except   |                |
| "Power & Justice")  |                |
| GEN Capstone  | 4 cr. hrs.     |
| *PSY 211, 303 & 306A&B  | 14 cr. hrs.    |
| and a course in Adult Development                                     |                |
| *MAT 203  | 2 cr. hrs.     |
| *BIO 134  | 4 cr. hrs.     |
| *CHE 113  | 5 cr. hrs.     |
| (BIO 134 & CHE 113 are prerequisites)                                 |                |
| *BIO 250  | 4 cr. hrs.     |
| *Biology (upper division, 200 level or above) BIO 243 is suggested    | 4 cr. hrs.     |
| Electives   | 15-23 cr. hrs. |
| Total hours at William Jewell   | 94 cr. hrs.    |

Completed at Washington University during first year (includes 18 hours accepted for PSY major)

34 cr. Hrs

Total hours completed

128 cr. hrs.

\*Prerequisite courses: grade of B- required.

Competency in medical terminology is encouraged. Computer competency is required and can be demonstrated by taking a beginning class in computer studies (e.g., CST 130 or CST 190). A cumulative grade point average of 3.0 is the minimum required to be considered for acceptance into the program. Students must inform the 3-2 advisor (in the Psychology Department) of their intention to apply to the 3-2 program before the beginning of their junior year.

For more information, contact the 3-2 advisor in the Psychology Department or see the information at <http://ot.wustl.edu>.

## 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.

A student who completes a baccalaureate degree in any major at William Jewell College and the requirements for admission to the Master of Physical Therapy Program at Southwest Baptist University (listed below) will automatically qualify for the interview selection process at Southwestern Baptist University. This allows the student to skip the initial ranking and selection process.

Requirements for the Master of Physical Therapy Program at Southwest Baptist University:



# Occupational/Physical Therapy

1. Students must have a minimum 2.75 overall grade point average.
2. Students must complete the graduate record exam.
3. Students must complete and return the PT application packet by June 15th in the year prior to enrollment. Students may apply for early consideration.
4. Students must document up to 40 hours experience/observation in physical therapy.
5. International students must meet eligibility requirements as outlined in section on Admission to the University in the Southwest Baptist University catalog.
6. Students must demonstrate computer literacy. CST 130 Microcomputer meets this requirement.
7. Students must complete all of the following prerequisite courses with a minimum of a "C" and a 3.0 prerequisite GPA. Prerequisites should not be taken pass/fail.

Chemistry: CHE 121 and 122 (General Chemistry I and II)

Physics: PHY 111 and 112 (College Physics) or PHY 213 and 214 (General Physics)

Biology: BIO 134 (Biological Diversity and Design) or BIO 233 (Cell and Molecular Biology), BIO 243 (Human Anatomy), BIO 250 (Physiology)

Statistics: PSY 320 (Experimental Psychology I) or MAT 203 (Applied Statistics)

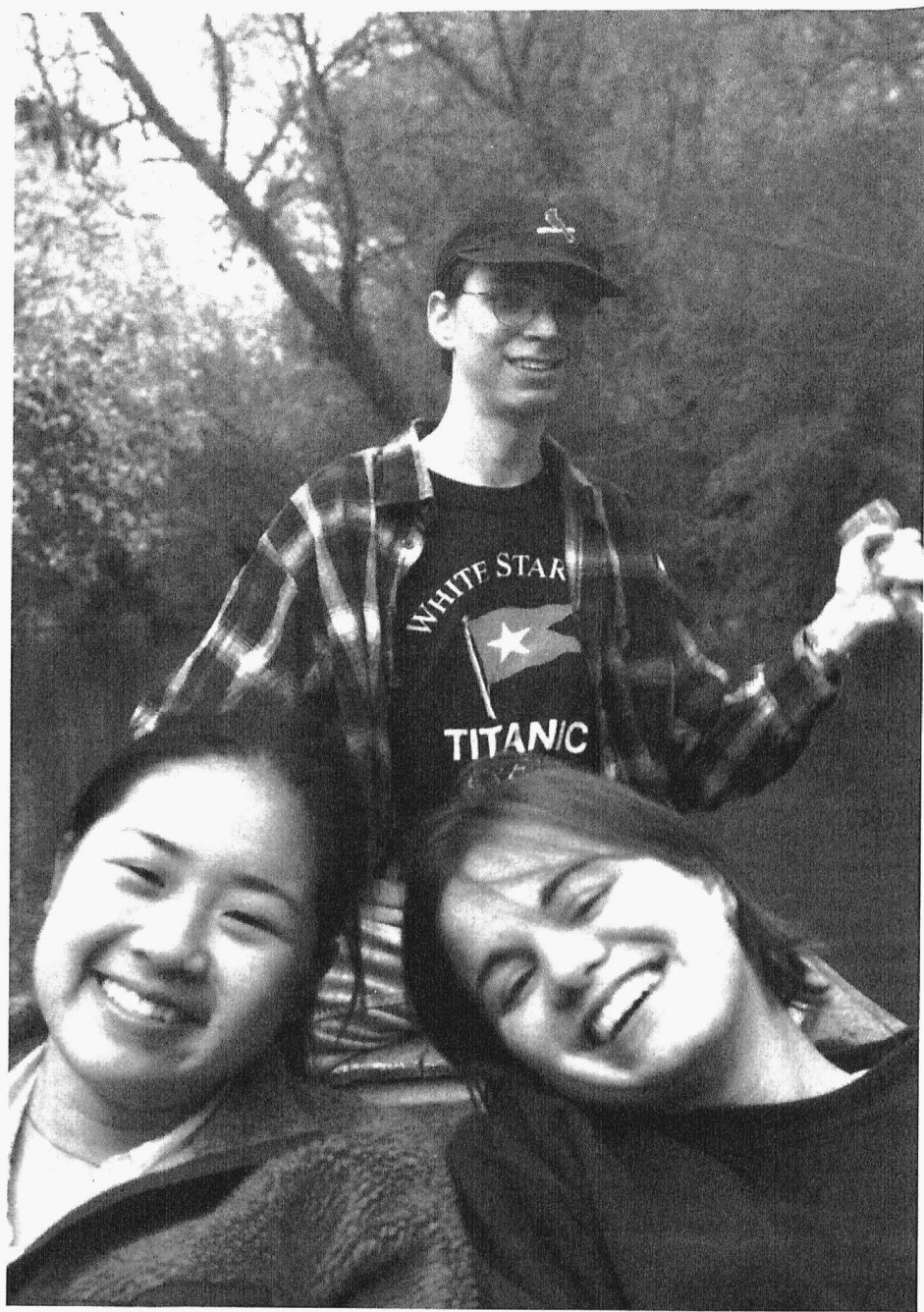
Psychology: Any two psychology courses except PSY 320

both the bachelor's and master's degrees in 5-1/2 years.

William Jewell students may choose to be selected for early interviews, usually scheduled in February or at the end of April or early May, or during the regular process in July. Applicants should check on specific deadlines each year. Applications received after the June deadline will be processed and scheduled for interview only if there are open positions in the class.

The physical therapy program at Southwest Baptist University starts each January and is completed in two years. William Jewell students are encouraged to plan their program so that they graduate in December, completing their undergraduate degree in 3-1/2 years, then start the physical therapy program in January. This model allows the student to complete







## The Oxbridge Honors Program

*Professor Dunham, 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 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.

## TUTORIALS FOR OXBRIDGE MAJOR IN ENGLISH LANGUAGE AND LITERATURE

*Michael Williams, Professor of English, 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



# Oxbridge

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, 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 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.**

*Tutor: Mark Walters, Professor of English*

An examination of the development of the pro-



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

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

*Tutor: Laurie Accardi,  
Adjunct Tutor in English Language  
and Literature.*

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

**OXE 490. Thesis.** 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: 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. CIVIS ET CIVITAS: Citizenry and the Roman State, 287-17 B.C.E.** 4 (2) cr. hrs.

*Tutor: Jane Woodruff,  
Associate 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.

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

*Tutor: Jane Woodruff,  
Associate Professor in History and Languages*  
This tutorial examines the writings of and about Greek societies in various periods to ascertain their varying definitions of excellence (Greek *arete*) and the success of these societies in instilling appreciation for and permitting or encouraging demonstration of such excellence.

**OXH 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



# Oxbridge

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. Splestoser,  
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, 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 govern-

ment, the nature of aristocratic society, the impact of King George III, the Stamp Act crisis, the importance of London and its politics and the rise of radicalism. An emphasis is also placed on examining the changing views of historians in regard to these crucial topics in British history.

**OXH 165, 265, 465.**

**The Old Regime and Revolutionary**

**France, 1770-1815.** 4 (2) cr. hrs.

*Tutor: Elaine A. Reynolds, 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, 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. Splestoser,  
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, 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*

*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 151, 251, 451. Karl Marx. 4 (2) cr. hrs.**

*Tutor: Randall Morris, Professor of Philosophy.*

Introduces students to some of the central ideas of Marx's philosophy: human nature, alienation, freedom, ideology, historical materialism, and the critique of capitalism. The focus is on the writings of the early, humanistic Marx, although students will also examine some of the ways in which Marx's ideas developed, especially with regard to his ideas on justice and morality.

**OXQ 161, 261, 461.**

**The American Enlightenment. 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 165, 265, 465.**

**The Enlightenment. 4 (2) cr. hrs.**

*Tutor: Elaine Reynolds, Professor of History.*

This course surveys the main figures, ideas, and developments in early modern Europe that are collectively known as the Enlightenment. The period stretches from the mid-seventeenth century up to the world of the French Revolution and the early nineteenth century. Topics include the growth of development of rationalism and empiricism;



# Oxbridge

the connection between science and the Enlightenment, the development of liberalism in politics and economics, the cultural life of eighteenth-century intellectuals, and the scholarly debates that continue to today about the Enlightenment and its legacy. Some of the major figures studied include John Locke, Voltaire, Montesquieu, David Hume, J.J. Rousseau, Adam Smith, and Immanuel Kant.

## **OXQ 495. History of Ideas**

### **Synthesis.**

**8 (4) cr. hrs.**

*Tutor: Elizabeth Sperry,*

*Associate 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, Professor of Philosophy.* An examination of the enduring concepts and principles of moral philosophy and an application of them to arriving at reasonable judgements 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: Shawn Stogsdill,*  
*Adjunct Tutor in Institutions and Policy*

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

**OXI 170, 270, 470. Political Institutions: the State.** 4 (2) cr. hrs.  
*Tutor: Alan Holiman,*

*Associate 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,*  
*Associate Professor of Political Science*

This course will examine the construction, maintenance, and atrophy of international "regimes" within an anarchic international order. International regimes are institutionalized rules and procedures for the management of global policy problems. The course will survey crucial regimes such as Article 2(4) of the UN Charter (on the use of force), the Missile Technology Control Regime, the Law of the Seabed, and Human Rights Law. The course will pay special attention to theoretical arguments surrounding regimes, especially the debates about the impact of the relative decline of the USA on international order.

**OXI 180, 280, 480. Modern Political Philosophy.** 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.



## TUTORIALS FOR THE OXBRIDGE MAJOR IN MUSIC

*Ronald Witzke, Associate 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: Staff*

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: Staff*

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: Staff*

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: Staff*

This tutorial is designed as the capstone course in the Oxbridge music program. Its primary goal is to help the student relate and consolidate the areas of music theory, history, literature and performance. In addition to synthesizing the material presented in the tutorials, it will also serve as a program of preparation for the comprehensive examinations in the program.

## TUTORIALS FOR THE OXBRIDGE MAJORS IN SCIENCE

*Daniel Heruth, Assistant Professor of Biology, Coordinator of the major*

**OXC 100, 200. History of Ecology and Systematics. 4 (2) cr. hrs.**

*Tutor: Paul Klawinski,*

*Assistant Professor of Biology*

A comprehensive introduction to the conceptual foundations of ecological theory at the individual, population and community level. The course will also explore the development of phylogenetic systematic theory and method and their application to contemporary questions in ecology, behavior and evolution. The course attempts to cover a broad range of concepts so that the student has a good understanding of how these fields developed over time as well as the substance of major ideas in these two fields.

**OXC 211. Evolution. 4 (2) cr. hrs.**

*Tutor: Staff*

An introduction to the theory of evolution, which is the basis for our understanding of biology. Each student will explore some of the literature that has led to our current understanding of evolution. Darwin's essay "The Origin of Species" will be referred to throughout the semester to compare with more contemporary thoughts on biogeography, selection, and the rate at which evolution occurs. Other topics to be explore are: Hardy-

Weinburg equilibrium, adaptive radiation, species and speciation, and coevolution. Students will define an evolutionary problem to explore through the semester with a research proposal and present the results of that investigation in the form of a written lab report.

**OXS 100, 200. Cell and Molecular Biology: An Introduction. 4 (2) cr. hrs.**

*Tutor: Daniel Heruth,*

*Associate 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 indepth 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.

**OXS 110, 210, 410. Calculus. 8 (4) cr. hrs.**

*Tutor: Joseph Truett Mathis,*

*Associate Professor of Mathematics*

A study of the differential and integral calculus, its development and application. Certain background readings on mathematics, related to mathematical history and the people involved.

**OXS 111, 211, 411.**

**The Differential Calculus. 4 (2) cr. hrs.**

**OXS 112, 212, 412.**

**The Integral Calculus. 4 (2) cr. hrs.**

**OXS 245. Bioinformatics. 4 (2) cr. hrs.**

*Tutor: Daniel Heruth,*

*Associate Professor of Biology.*

A detailed study of the principles of bioinformatics and functional genomics. Students will explore the methods for acquisition of sequence data and the algorithms used to analyze the data. Special emphasis will be given to understanding how bioinformatics and functional genomics can be used to elucidate the mechanisms of evolution and molecular genetics. Primary and secondary literature sources, assigned essays, computer analysis, and a laboratory research project will be used to facilitate the students' learning experience.



# Oxbridge

## **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 exposes the student to molecular cloning techniques. A working knowledge of Mendelian genetics is a prerequisite.

## **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 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 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 480. Research. 8 (4) cr. hrs.**

*Tutors: Staff*

The student will design and carry out a research project which culminates in both written and oral presentation of the results.

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

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

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

*Tutor: Judith A. Dilts, Professor of Biology*

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

*J. Redd, Athletic Director and chair; Professors Nadler, L. Holley; Instructors D. Bassore, A. Dorrell, L. Chappel, C. Cissell, J. Cress, E. Hornback, C. Knaak, S. Lucito and M. Stockton.*

### 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 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  |
| 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

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.

### MINORS

The following two minors complement the student's major. They provide the flexibility and diversity needed to allow the student to pursue a specific career interest in Coaching and Performance Enhancement or Recreation and Sports Management while at the same time providing the breadth needed to adapt these interests to a variety of markets. The minors thereby strengthen the student's academic preparation and enhance career options.

#### Coaching and Performance Enhancement:

The following courses are required.

|   |   |
|---|---|
| PED 261 Prevention and Treatment of Athletic Injury | 2 |
| PED 280 Sport Science                               | 2 |
| PED 300 Physiology of Exercise                      | 2 |
| PED 325 Integrated Functional Training*             | 2 |
| PED 392 Kinesiology                                 | 2 |



# Physical Education

PED 410 Internship in Coaching 2  
*\*Requires concurrent enrollment with PED 125 Functional Strength Training that is a one-hour activity course and fulfills a general education requirement.*

And at least two of the following:

PED 339 Analysis of Coaching  
 Swimming and Diving 2

PED 394 Analysis of Coaching  
 Cheerleaders and Dance Teams 2

PED 395 Analysis of Coaching Football 2

PED 396 Analysis of Coaching Basketball 2

PED 397 Analysis of Coaching Baseball 2

PED 398 Analysis of Coaching  
 Track and Field 2

PED 399 Analysis of Coaching Volleyball 2

TOTAL: 17 hours

**The following courses are also recommended as electives:**

GEN 255. Sports Science: Physics Applications and Ethical Issues

PSY 421 Seminar: Sport psychology offered periodically as a seminar topic.

## Recreation and Sports Management

**The following courses are required:**

PED 155 Introduction to Recreation  
 and Sport 2

BUS 201 Organization and Management 3

COM 260 Organizational Communication 4

PED 280 Sport Science 2

PED 290 Field Experience  
 in Fitness and Sport 2

PED 390 Facilities and Equipment  
 in Recreation and Sport 2

PED 490 Internship in Recreation  
 and Sport 6

TOTAL: 21 hours

## Recommended majors:

Business Administration or  
 Organizational Communication

## COURSES

### 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.



# Physical Education

## **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.

## **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 Research Experience (PHY 351H-358H) consecutively if possible.

Students completing a second major (as well as a first) in physics must complete all requirements for the bachelor of arts degree.

A grade of C- or higher is required in all courses for the major.

All students intending a major in physics should have a member of the physics faculty as their academic advisor by the end of their freshman year and should ascertain from the department certain additional requirements, such as a comprehensive examination and/or taking the Graduate Record Examination.

Physics major for the 3-2 plan of engineering with Washington University in St. Louis; Columbia University in New York; the University of Kansas; or the University of Missouri, Columbia: Physics 213, 214, 316, 322, 332, 443. For those students who expect to enter an engineering school upon graduation, the pre-engineering curriculum, plus a major in physics, mathematics or chemistry (depending upon the type of engineering—electrical, civil, mechanical, chemical) is recommended. Specifics should be obtained from the appropriate faculty advisor.

Courses 111 and 112 are primarily for pre-health students and science majors (physics, chemistry, biology and mathematics) who want an introduc-

tory 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.

## PHYSICS

### 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.



# Physics/Astronomy

## **306. Applied Electronics. 4 cr. hrs.**

An introductory course emphasizing the applications of solid state devices such as diodes, thyristors, transistors, sensors, and linear and digital integrated circuits. May be continued as projects in Independent Study and Research or as PHY 406, Microcomputers. Prerequisite: consent of instructor. Fall semester. One laboratory period per week.

## **316. Atomic and Nuclear Physics. 3 cr. hrs.**

A course in modern physics. Includes introduction to special relativity, x-rays and spectra, radioactivity, nuclear reactions, and other topics of importance to modern physics and chemistry. Prerequisites: PHY 214 and MAT 200.

## **317. Atomic and Nuclear Physics Laboratory. 1 cr. hr.**

To follow or accompany PHY 316. Three hours laboratory work per week for each credit hour.

## **318. Heat and Thermodynamics. 3 cr. hrs.**

Includes study of temperature, thermodynamic systems, work, first and second laws of thermodynamics and entropy. A brief introduction to statistical mechanics and kinetic theory. For students of physics, chemistry and engineering. Prerequisites: PHY 214, MAT 200.

## **322. Optics. 3 cr. hrs.**

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

## **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.

## **346 Advanced Modern Physics 4 cr. hrs.**

Applies Schroedinger theory of quantum physics to the hydrogen atom, multi-electron atoms, angular momentum quantization, optical excitations, molecular structure, and atomic and molecular spectroscopy. Building on this

foundation the course then emphasizes solid-state (condensed matter) physics including crystal structure, free-electron model of metals, band theory, semiconductors, and dielectrics. May also include other topics in solid state or materials science of interest to professor. Prerequisite: PHY 316.

## **351H-358H. Research Experience. 1 cr. hr.**

A detailed study of some specific problem or experiment in physics, history of physics, reading from current literature of physics. Available each semester.

## **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.



# Physics/Astronomy

## **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.



# Political Science

## Political Science

*Associate Professor A. Holiman, chair;*

*Professor R. Staal;*

*Associate Professor G. Armstrong.*

Political Science Major: 32 semester hours, including four core courses (POL 100, 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; ECO 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.

#### **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.



# Political Science

## **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 con-

trasts 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.**

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.

### **201. Congress and the Presidency. 4 cr. hrs.**

Examines Congress dynamically in terms of participant roles, committee systems, party influence and leadership, legislative functions and representative democracy, legislative and executive relations, and current efforts at reform. Second half of course will cover the development of the modern presidency from 1789 to the present. Topics include presidential leadership, power, and influence in relationships with Congress, courts, parties, bureaucracy, and the public in the formulation and administration of domestic and foreign policy. Nominations, campaigns and elections.

### **210. Campaigns and Elections. 4 cr. hrs.**

A study of trends in political campaign techniques and their impact on American democracy as political parties decline. Identifying the actors on the political scene—personal organizations, interest groups, Political Action Committees, and campaign consultants. Examines the development of modern campaigns in terms of campaign finance, technological innovation, and professionalization.

### **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 rela-



# Political Science

tions, 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.

## 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 and analysis of cases and statutes. Discussion. Recommended background: POL 150.

## OTHER COURSES, SEMINARS, DIRECTED READINGS, INTERNSHIPS, INDEPENDENT STUDY, and SPECIAL PROGRAMS

### 100. Introduction to Politics.

4 cr. hrs.

See description under "Core Courses."

### 215. Intermediate Seminar.

2-4 cr. hrs.

Topics of this seminar will vary; past topics include "Fundamentals of Political Philosophy," "Politics and Literature," "States and Markets in World Politics." Topics announced in course listings.

### 400. Senior Seminar.

4 cr. hrs.

See description under "Core Courses."

### 431, 432. Directed Readings

#### or Research.

1-4 cr. hrs.

Students may pursue independent work under an agreed form of supervision by faculty. Individual or group research or reading on selected topics determined by student interest may be arranged. Results may be presented orally or in a short thesis, or both. Personal conferences and/or group meetings will be arranged by agreement between students and faculty. This work may endure through two semesters. Prerequisite: consent of instructor.



# Political Science

## **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.



## Pre-Medicine

**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.

**Coordinated Program in Medicine.** William Jewell College, in cooperation with the University of Health Sciences College of Osteopathic Medicine (UHS), offers a seven-year coordinated program in medicine (three years at William Jewell and four years at the University of Health Sciences) leading to both the bachelor of arts and doctor of osteopathic medicine degrees. Participation in this Partners Program is competitive and is meant to recognize the academic potential of students pursuing a career in medicine.

Students who are interested in this program should seek a B.A. degree in chemistry or biochemistry. The pre-medical advisory committee, in cooperation with UHS, will select two students per year for this program. Interested students are required to participate in an appli-

cation process during the beginning of the sophomore year. A competitive candidate must have a minimum ACT score of 26, and maintain a minimum overall college GPA of 3.25, with a minimum GPA of 3.50 in the sciences. The committee will also consider a student's community service, college and high school activities, and knowledge of and dedication to the field of osteopathic medicine.

**Pre-Medicine Program of Studies.** For students intending to complete studies results in a D.O. at the University of Health Sciences in Kansas City, the following courses should be included for a biochemistry major. All of the courses required by the biochemistry major and the general education program must be completed during the first three years of study. The following is a suggested schedule.

### First Year

| <b>FALL SEMESTER</b>          | <b>HOURS</b> |
|-------------------------------|--------------|
| CHE 122 General Chemistry II  | 4            |
| GEN 100 The Responsible Self  | 4            |
| GEN 102 Written Communication | 4            |
| GEN 104 Calculus              | 4            |
|                               | <hr/> 16     |

### SPRING SEMESTER

|                                  | <b>HOURS</b> |
|----------------------------------|--------------|
| CHE 205 Discoveries in Chemistry | 1            |
| CHE 206 Analytical Chemistry     | 4            |
| GEN 101 Oral Communication       | 4            |
| MAT 200 Calculus II              | 4            |
| GEN ED Level II                  | 4            |
|                                  | <hr/> 17     |

### Sophomore

| <b>FALL SEMESTER</b>               | <b>HOURS</b>   |
|------------------------------------|----------------|
| BIO 233 Cell and Molecular Biology | 4              |
| CHE 301 Organic Chemistry I        | 4              |
| PHY 111 College Physics I or       |                |
| PHY 213 General Physics I          | 4 or 5         |
| GEN ED Level II                    | 4              |
| PED activity                       | .5             |
| Research                           | .5             |
|                                    | <hr/> 17 or 18 |



# Pre-Medicine

## SPRING SEMESTER

|   | HOURS              |
|---|--------------------|
| BIO 234 Genetics  | 4                  |
| CHE 302 Organic Chemistry II                                | 4                  |
| PHY 112 College Physics II or<br>PHY 214 General Physics II | 4 or 5             |
| CHE 450 Biochemistry*                                       | 4                  |
| Research  | .5                 |
|   | <hr/> 16.5 or 17.5 |

## Junior

### FALL SEMESTER

|                              | HOURS    |
|------------------------------|----------|
| CHE 401 Physical Chemistry I | 4        |
| BIO 321 Microbiology         | 4        |
| GEN ED Level II elective     | 4        |
| LANG 114 Foreign Language    | 4        |
| Research                     | 1        |
|                              | <hr/> 17 |

### SPRING SEMESTER

|                             | HOURS      |
|-----------------------------|------------|
| BIO 452 Molecular Genetics* | 4          |
| GEN ED capstone             | 4          |
| LANG 211 Foreign Language   | 4          |
| Research                    | 1          |
| PED activity                | 1.5        |
|                             | <hr/> 14.5 |

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

The courses taken during the first year of medical school will count as elective hours of study by William Jewell and will apply to the 124 credit hours needed to complete the Bachelor of Arts degree.

Students can also pursue professional study at UHS by completing a chemistry major at Jewell. The following course of study is suggested:

## First Year

### FALL SEMESTER

|                               | HOURS    |
|-------------------------------|----------|
| CHE 122 General Chemistry II  | 4        |
| GEN 100 The Responsible Self  | 4        |
| GEN 102 Written Communication | 4        |
| GEN 104 Calculus              | 4        |
|                               | <hr/> 16 |

## SPRING SEMESTER

|                                  | HOURS    |
|----------------------------------|----------|
| CHE 205 Discoveries in Chemistry | 1        |
| CHE 206 Analytical Chemistry     | 4        |
| GEN 101 Oral Communication       | 4        |
| MAT 200 Calculus II              | 4        |
| GEN ED Level II elective         | 4        |
|                                  | <hr/> 17 |

## Sophomore

### FALL SEMESTER

|   | HOURS          |
|---|----------------|
| BIO 233 Cell and Molecular Biology                        | 4              |
| CHE 301 Organic Chemistry I                               | 4              |
| PHY 111 College Physics I or<br>PHY 213 General Physics I | 4 or 5         |
| GEN ED Level II elective                                  | 4              |
| PED activity  | 1              |
|   | <hr/> 17 or 18 |

### SPRING SEMESTER

|   | HOURS          |
|---|----------------|
| BIO 234 Genetics  | 4              |
| CHE 302 Organic Chemistry II                                | 4              |
| PHY 112 College Physics II or<br>PHY 214 General Physics II | 4 or 5         |
| CHE 450 Biochemistry*                                       | 4              |
| Research (optional)   | 1              |
|   | <hr/> 17 or 18 |

## Junior

### FALL SEMESTER

|                              | HOURS      |
|------------------------------|------------|
| CHE 401 Physical Chemistry I | 4          |
| Biology elective             | 4          |
| GEN ED Level II elective     | 4          |
| LANG 114 Foreign Language    | 4          |
| CHE 405A Senior Seminar      | .5         |
| Research (optional)          | 1          |
|                              | <hr/> 17.5 |

### SPRING SEMESTER

|                           | HOURS    |
|---------------------------|----------|
| Biology elective          | 4        |
| GEN ED capstone           | 4        |
| LANG 211 Foreign Language | 4        |
| CHE 405B Senior Seminar   | .5       |
| Research (optional)       | 1.5      |
| PED activity              | 1        |
|                           | <hr/> 15 |

*\*This course is taught every other year and may be taken in the junior year.*



ALL requirements of the major and the general education program must be completed while at WJC, with the first year at UHS counting as elective credit toward the BA degree.

**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.



# Psychology

## 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 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 the 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.)

PSY 317. Personality (normally taken spring semester junior year). Prerequisites: PSY 211.

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

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

PSY 322. History and Systems (normally taken fall semester senior year). Prerequisites: PSY 211; PSY 320 and 321; PSY 317.

PSY 422. Senior Seminar (taken spring semester of senior year). Prerequisites: PSY 211; PSY 320 and 321; PSY 317; PSY 322.

## COURSE DESCRIPTIONS

### **211. Basic Psychology. 4 cr. hrs.**

An introduction to the major areas of the field; psychology is viewed as a biosocial science of behavior, and emphasis is placed on the scientific basis of our current understanding of behavior. This class is a prerequisite to all other courses in the department.

### **214. Personal Adjustment. 2 cr. hrs.**

The intent of the course is to gain a greater understanding of challenges and threats to our effective functioning. The course explores options to manage and respond to these 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.



# Psychology

## **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. 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 results. Offered based upon student demand and faculty availability.

## **319. Introduction to the Principles of Behavior Modification.**

**2 cr. hrs.**

An introduction to theory, research and practice in behavior modification. It is intended that this course will function not only to familiarize the student with the field, but that it will assist in further reading and research. While the emphasis is "academic," the clinical and applied considerations will be an integral part of the course. Offered based upon student demand and faculty availability.

## **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: PSY 320 and 321, PSY 317.



# Psychology

## **400. Clinical Psychology. 4 cr. hrs.**

Exploration of clinical psychology as a profession with inquiry into professional relationships and organizations. Emphasis is also placed upon clinical diagnosis and treatment of behavioral disorders. Spring semester. Special prerequisite: PSY 211, PSY 303, and two other PSY 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: PSY 320 and 321, PSY 317, PSY 322.



# Religion & Philosophy

## Religion and Philosophy

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

*Philosophy Faculty: Professor R. Morris;  
Associate 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, simultaneously shaping and being shaped by cultures, societies, and worldviews, consequently manifesting itself in varieties of beliefs, practices, traditions, and texts. Our program, which is taught by a faculty committed to Christian faith and tradition, encourages students to value and assess their own religious tradition(s) in the contexts of the broader human religious quest and the critical study of this quest. In order to achieve this mission the following goals will guide the program of study that leads to a major in religion. Students who major in religion will:

1. understand the significant impact that the rise of and responses to contemporary worldviews and perspectives have had on the beliefs, practices, and study of religion;
2. gain essential knowledge of the development, variety, and cultural contexts of Christian thought and practice;
3. value religion in the context of the human experience and in the course of one's life;
4. understand major world religions and their impact on shaping worldviews and ethics, as they engage and are engaged by the Christian tradition;

5. learn to read the Bible critically so that the Bible continues to be relevant for contemporary life;

6. 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. Majors are encouraged not to take courses in a higher level until they have completed courses in the previous level. GEN 100, or permission of the instructor, is a prerequisite for all intermediate and advanced religion courses. For non-majors, completion of the "Sacred and Secular" General Education course or permission of the instructor is a prerequisite for taking intermediate and advanced religion courses. During the senior year, students will complete a senior project as part of the advanced capstone course. This capstone experience will be completed by a satisfactory oral presentation of the project to the Religion faculty and Religion majors. Students who major in religion are to complete the following core of courses:

Foundational courses: REL 110, 170. REL 100 is strongly recommended, but not required.

Intermediate courses: REL 235, 272.

Advanced courses: REL 310, 470 (Capstone).

Students will also select one of the following tracks:

Christian Studies: REL 241, 340.

Comparative Studies: REL 272, 370.

#### MINOR IN CHRISTIAN TRADITION AND THOUGHT

This program of study will offer students an opportunity to explore various aspects of Christian tradition, including the study of the Bible, its history and methods of interpretation essential features of Christian thought and prac-



# Religion & Philosophy

tice, and the study of significant contemporary Christian theologians. Required courses: REL 110; two of the following: 235, 241 or 272; and 308 or 340.

**NOTE:** *The program of study outlined above reflects the redesigned religion major, which commences in the academic year 2003-04. Several courses listed below will eventually be phased out of curricular offerings. In some cases, courses in the new major can count toward satisfying requirements of the old major. Such substitutions are noted in the course descriptions below.*

## 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 listserv 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.

### 170. Introduction to Religion 4 cr. hrs.

Through the study of significant shapers of modern religious studies, students explore how human communities create and maintain worlds of meaning in response to experiences of the sacred. The ongoing significance of religion in a modern context, influenced by skepticism and

scientific naturalism, is given focused attention. Offered every spring.

### 235. History and Methods of Biblical Interpretation.

4 cr. hrs.

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

### 241. Classic Christian Traditions. 4 cr. hrs.

This course provides an introduction to Christian doctrine and historical theology with significant emphasis on primary theological texts. Prerequisite for majors and minors: 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 and 170 for majors. 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 and 170 for majors; 110 for minors. Alternating years.



# Religion & Philosophy

## **305. New Testament Interpretation.**

**4 cr. hrs.**

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.

## **305G. The Gospels.**

## **305P. The Pauline Epistles**

## **305T. New Testament Theology and Ethics**

## **306. Old Testament Interpretation. 4 cr. hrs.**

This course offers the student a close reading of selected texts within the Hebrew Scriptures (Old Testament). Though the 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.

## **306A. Pentateuch.**

## **306B. Prophets of the Eighth Century BCE.**

## **306C. Wisdom Literature.**

## **308. Religion and**

## **Contemporary Issues**

**4 cr. hrs.**

Explores selected and relevant issues in the world of religion. Recent offerings have included The Holocaust, Earth Ethics, and Fundamentalism. Students may repeat the course when different topics are studied. Prerequisite: 100-200 level requirements for majors or permission of the instructor. May serve as capstone course for the *former* Comparative Religious Studies track major. Alternating years.

## **310. Biblical Themes.**

**4 cr. hrs**

The course explores key, selected themes of the Bible, investigating the historical emergence and development of such themes within the Bible, as well as the ongoing theological relevance and significance for contemporary thought. Students may repeat the course if studying a different theme. Prerequisites: 100 and 200 level core religion courses for majors. This course may substitute for REL 305 and/or 306 to satisfy the

requirements of the former religion major. Alternating years.

## **310A: Priest and Prophet**

## **310B: Law and Gospel**

## **310C: The People of God: Israel and Church**

## **325. History of the Baptists. 2 cr. hrs.**

A study of Baptist history noting particularly the development in England and America. Doctrine, polity, organization and denominational crises will be studied. It is recommended that the student already have taken either a beginning history course (103 or 104) or REL 110 or 170. On demand, contingent on availability of instructor. Also listed as HIS 325.

## **340. Contemporary Christian**

## **Thinkers.**

**4 cr. hrs.**

This course introduces students to the thought of leading Christian theologians in the twentieth and twenty-first centuries and the theological movements of which they are a part. Students will examine primary texts and will use secondary materials to delve into relationships between theological discourse and the historical/public sphere. By exploring questions of God, humanity, and faith, students will critically examine the intellectual legacies of these contemporary theologians. Prerequisite: 100 and 200 level core courses for majors and minors. This course may substitute for REL 308 to satisfy requirements of the comparative track for the former religion major. Alternating years.

## **341. Christianity in**

## **Non-Western Cultures.**

**2 cr. hrs.**

Introduction to the origins and development of Christianity in cultures outside Europe and North America, usually focusing on one or two areas of the world, e.g., East Asia, Central America, West Africa, the Middle East. Usually taught by the missionary-in-residence.

## **344. The Church and Its Hymnody. 4 cr. hrs.**

See course description for Music 344.



# Religion & Philosophy

## **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 in the former major. 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 in the former major. Alternating years.

## **370. American Religious Movements.**

**4 cr. hrs.**

This course seeks to examine movements within American religion with the intention of making students aware of the impact religion has had on our history and our culture. Students will investigate a variety of religious traditions representative of the diversity of religious expression present in America and will gain understanding of how America developed as a religiously pluralistic society. Prerequisite: 100 and 200 level core courses for majors. This course may substitute for REL 308 to satisfy requirements of the comparative track for the former religion major. 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.

## **470. Capstone: Religion and Spirituality in an Age of Science.**

**4 cr. hrs.**

This course revisits some of the themes and ideas of the introductory course, REL 170, Introduction to Religion, by examining in greater detail the complex challenges of living out vital and meaningful religious claims with a contemporary worldview that is defined by scientific materialism. Students examine from the perspectives of traditional evangelicalism, progressive evangelicalism, and process theology critical doctrinal affirmations of creation, incarnation, and the Holy Spirit, along with accompanying religious and scientific assumptions about human nature and human spiritual development. Prerequisites: 100 and 200 level core courses for majors. Every spring, commencing no later than Spring 2007.

## **Philosophy**

All philosophy majors are required to take 202, 215, and 331. Twenty-four hours are required for a major in philosophy. PHI 201 must be taken as a First Year Student or Sophomore to count toward the twenty-four hours required for a major in philosophy. Those completing a second major in philosophy must complete the requirements for the bachelor of arts degree.

## **102. Introductory Seminar.**

**2 cr. hrs.**

A course designed to provide an exciting opportunity for a select group of first and second year students to engage in discussion of some issue relevant to their individual development. The seminar will be directed by two upper-class students 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 upper-class students are available. Instructor approval required. Spring semester.



# Religion & Philosophy

## **201. Introduction to Philosophy. 4 cr. hrs.**

A study of the philosophic quest for wisdom concerning such issues as the existence of God, the validity of religious faith, the nature of the self, the basis of knowledge, the justification of morality, freedom and determinism, and political liberty. The course 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, 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.



# Religion & Philosophy

## **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 case studies on a variety of issues related to business including: corporate social responsibility; the rights and obligations of employers and employees; discrimination and harassment in the workplace; the regulation of business; marketing; international business; and the protection of consumers, workers, investors, and the environment from harm.

## **355. Asian Philosophy. 4 cr. hrs.**

A survey of philosophical movements in India, China, and Japan with attention to religious and cultural implications and to chronological development. Philosophies considered include Hinduism, Confucianism, and Taoism as well as Indian, Chinese, and Zen Buddhism. Students will come to understand various Asian approaches to the nature of the cosmos, the nature of the self, and the place of the self within that cosmos.

## **356. Philosophy of Knowledge. 4 cr. hrs.**

An examination of contemporary and historical approaches to questions about the nature, sources, and limits of human knowledge. What is the role of doubt? Can we avoid error? How can we know we are right? Can we prove we are right? Drawing on readings from Plato to Kant, from Wittgenstein to Foucault, seminar participants will contemplate the possibility that knowledge is a discovery of the truth as well as the possibility that our

knowledge is a human construction.

## **357. Contemporary Philosophy of Science. 4 cr. hrs.**

Twentieth-century philosophers of science have concerned themselves primarily with questions about how scientific theories change over time, about whether or not explanation is a goal of science, about how scientific knowledge is confirmed, and about whether or not science reveals the underlying nature of reality. Exploring these questions will help college-level science students to put their studies into thoughtful perspective, and will also be useful to other students interested in the nature of human knowledge.

## **358. Philosophy, Sex, and Gender. 4 cr. hrs.**

An introduction to feminist theory, focusing on the social construction of both male and female gender, and on the extent to which our scientific and other intellectual pursuits display the influence of gender preconceptions. Students will discuss these issues from a variety of perspectives, including second wave feminism, socialist and Marxist feminism, liberal feminism, feminist analyses by women of color, psychoanalytic feminism, and postmodern feminism.

## **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 works by such writers as Derrida, Foucault, Lyotard, Rorty. 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.



# Religion & Philosophy

## **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.

## **362. Medical Ethics. 4 cr. hrs.**

This is a course in applied ethics focusing on a broad range of health care issues, including preventive health care, fair distribution of health care benefits and costs, the relationship between a patient and the health care professional, and patients' rights. In the process of discussing these and other issues in a seminar setting, students are given the opportunity to deepen their understanding of basic normative concepts related to autonomy, utility, distributive justice, beneficence, and nonmaleficence. Prerequisite: PHI 202 or instructor's permission.

## **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.**



# Service Learning

## Service Learning

*Chris 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 general education level II classes with a service learning component for SVL 201.)

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 sector of society. Students will be involved in group and individual community service during the semester. This course will satisfy a number of American Humanics competencies. No prerequisite.

### **201. Strategies and Resources**

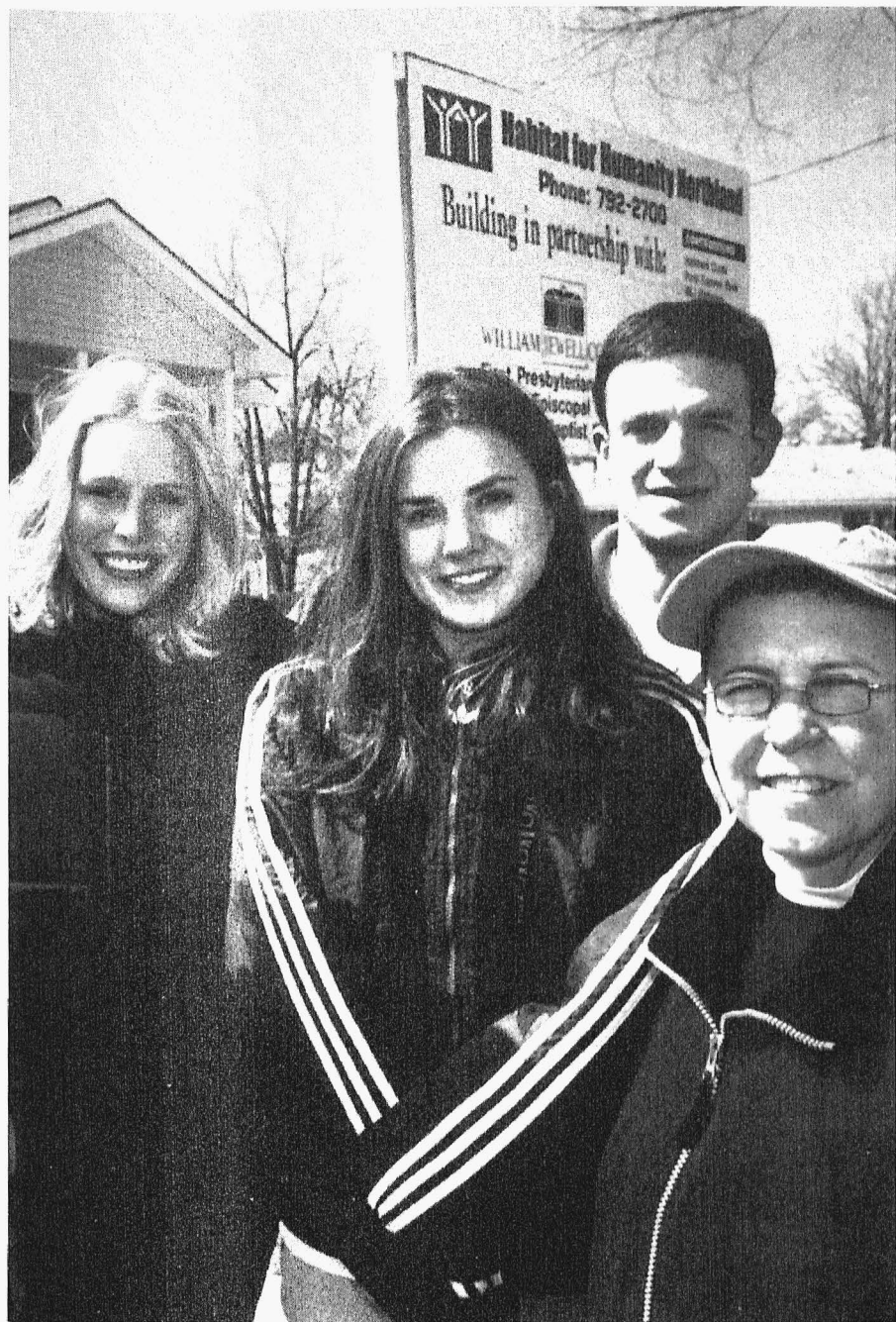
**for Meeting Human Needs. 2 cr. hrs.**

A variety of strategies and resources will be examined about helping people who experience heightened need and injustice. Special attention will be given to various perspectives about service through the study of 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.

### **301. Service Learning Internship. 2 cr. hrs.**

This internship allows students to become engaged in community service pertaining to a social concern of their own choice. Interns will work directly for a minimum of 80 clock hours with a 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 arrangements **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 201 OR permission of the Instructor.







# College Personnel

## Faculty of Instruction 2003-04

*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**, *Monte Harmon Chair of biology and associate professor*. 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.

### 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.

**Michael T. Cook, 1978**, *John W. Boatwright Professor of economics and vice chair*. B.A., 1969, M.A., 1973, University of Chicago; Ph.D., 1983, Vanderbilt University.

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

**Douglas D. Hawley, 2002**, *Assistant professor of computer studies*. B.A., 1991, William Jewell College; M.S., University of Missouri-Kansas City; further study, University of Missouri-Columbia.

**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 business and computer studies*. B.S., 1969, M.S., 1970, Ph.D., 1975, University of Missouri-Columbia.

**Fontaine F. Tebo, 2001**, *Assistant professor of business administration*. A.B., 1975, Mount Holyoke College; M.S., 1982, University of Massachusetts; further study, University of Kansas.

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

### DEPARTMENT OF CHEMISTRY

**Anne C. Dema, 1993**, *Professor of chemistry and chair; associate dean for general education*. 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.



# College Personnel

## DEPARTMENT OF COMMUNICATION

**Deborah L. Chasteen, 2001**, *Professor of communication*. B.A., 1980, William Jewell College; M.A., 1985, Central Missouri State University; Ph.D., 1989, University of Kansas.

**Kim Bradford Harris, 1979**, *Professor of communication, director of WJC Theatre*. 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**, *Professor of communication, director of debate and chair*. B.S., 1981, Northwest Missouri State University; M.A., 1982, University of Arkansas; Ph.D., 1995, University of Kansas.

**Todd L. Wirth, 2003**, *Assistant professor of communication and general manager of KWJC-FM*. B.A., 1994, University of Arizona; M.A., 1996, University of Nevada at Reno; Ph.D., 2003, Ohio State University.

**Nathan A. Wyman, 1998**, *Assistant professor of 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.

**Donna M. Gardner, 2003**, *Associate professor of education and chair*. B.S.Ed., 1977, M.A., 1978, Northeast Missouri State University; Ph.D., 1988, Saint Louis University.

**Ronilue Beery Garrison, 1980**, *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.

## DEPARTMENT OF ENGLISH

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

**D. Dean Dunham, Jr., 1961-1965, 1969**, *Oxbridge Professor of languages and literature, Professor of English, and Senior Tutor of the Oxbridge Honors Program*. B.A., 1960, Hastings College; M.A., 1962, University of Arkansas; Ph.D., 1970, University of Nebraska.

**Richard L. Harriman, 1962**, *Associate professor of English, and artistic 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.

**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**, *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.



# College Personnel

**Michael E. Williams, 1987**, *Professor of English*. 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*. B.A., 1969, B.A., M.A., 1971, University of Missouri-Kansas City; Ph.D., 1978, Louisiana State University.

**Jane Foster Woodruff, 1997**, *Associate 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**, *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 A. Kauffmann, 1997**, *Associate professor of languages and chair*. 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**, *Associate professor of French*. B.A., 1984, Houghton College; M.A., 1986, Bowling Green State University; M.A., 1988, Ph.D., 1994, Indiana University.

**Kathleen Tacelosky, 2002**, *Associate Professor of Spanish*. B.A., 1985, Ursinus College; M.A., 1990, West Chester University; Ph.D., 1998, University of Texas-Arlington.

**John Westlie, 1985**, *Professor of French, dean of the college and vice president for academic affairs*. B.A., 1970, New College; M.A., 1974, University of Minnesota; M. Phil., 1976, Ph.D., 1981, Yale University.

**Jane Foster Woodruff, 1997**, *Associate 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

**Suzanne M. Barrett, 2001**, *Assistant professor and coordinator of the learning resource center*. B.S., 1983, M.S.L.I.S., 1985, Central Missouri State University.

**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.

**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.



# College Personnel

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

**Ian Coleman, 2002**, *Associate professor of music*. B.A., 1990, Bath (U.K.) College of Higher Education; P.G.C.E., 1991, University of Exeter (U.K.); M.M., 1992, D.M.A., 1997, University of Kansas.

**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**, *Associate 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**, *Professor of music*. B.M., 1976, University of Cincinnati College Conservatory of Music; M.M., 1979, Drake University; D.M.A., 1997, University of Missouri-Kansas City Conservatory of Music; further study, American Conservatory of Music, Fontainebleau, France; Academie Ravel de Musique, St. Jean-de-Luz, France.

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

**Ronald K. Witzke, 1984**, *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 and chair*. B.S.N., 1977, University of Missouri-Columbia; M.N., 1980, University of Kansas; Ph.D., 1999, University of Missouri-Columbia.

**Melinda Ann Heutinck, 2003**, *Instructor in nursing*. B.S., 1997, William Jewell College; M.S.N., 2002, University of Missouri-Kansas City.

**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.

**Leesa Annette McBroom, 2003**, *Assistant professor of nursing*. B.S.N., 1994, Dominican University of San Rafael; M.S.N., 1998, University of Missouri-Kansas City.

**Vicki L. Meek, 1993**, *Assistant professor of nursing*. B.S.N., 1983, Northern Illinois University; M.S.N., 1993, University of Kansas.

**Cristine A. Roberts, 2000**, *Assistant professor of nursing*. B.S.N., 1976, University of Kansas; M.S.N., 1981, University of Utah; further study, University of Missouri-Kansas City.



# College Personnel

## DEPARTMENT OF PHYSICAL EDUCATION

**David K. Bassore, 2001**, *Instructor in physical education and head football coach*. B.S., 1977, William Jewell College; M.S., 1981, Pittsburg 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.

**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.

**Adam C. Dorrel, 2002**, *Instructor in physical education and offensive coordinator for football*. B.S. 1998, M.S., 2000, Northwest Missouri State University.

**Larry R. Holley II, 1979**, *Assistant professor of physical education and head basketball coach*. A.B., 1967, William Jewell College; M.Ed., 1968, University of Missouri-Columbia; further study, University of Missouri-Columbia, Northwest Missouri State University, DePaul University.

**Edward J. Hornback, 1994**, *Instructor of physical education and head softball coach*. B.S., 1991, William Jewell College; M.S.S., 1993, United States Sports Academy.

**Craig K. Knaak, 2001**, *Instructor in physical education, assistant track coach, and football coordinator*. B.A., 1995, Buena Vista University; M.A., 2001, Southeast Missouri State 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.

**Sylvia Faye Nadler, 1990**, *Professor of physical education; 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.

**James C. Redd, 2002**, *Director of athletics, and chair of the department of physical education*. B.S., 1966, Northwest Missouri State University; M.S., 1967, University of Colorado-Boulder; Ed.D., 1986, Oklahoma State University.

**Mike Stockton, 2001**, *Instructor in physical education and head baseball coach*. B.A., 1997, Ottawa University; M.S., 1999, University of Kansas.

## DEPARTMENT OF PHYSICS

**D. Blane Baker, 1999**, *Associate 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*. B.A., 1985, University of Oklahoma; Ph.D., 1995, Georgetown University.

**William Alan Holiman, 1997**, *Associate professor of political science and chair*. 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**, *Professor of political science*. B.A., 1980, University of California-Santa Cruz; M.A., 1981, Ph.D., 1985, University of California-Berkeley.



# College Personnel

## PRYOR LEADERSHIP PROGRAM

**Sylvia Faye Nadler, 1990**, *Professor of physical education; 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.

**Kevin W. Shaffstall, 2001**, *Assistant professor and associate director of the Pryor Leadership Studies Program*. B.S., 1986, Kansas State University; M.A., 1996, Webster University.

## 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 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.

**Sally Smith Holt, 1999**, *Assistant professor of 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 executive director of the Partee Center for Baptist Historical Studies*. 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**, *Associate 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, coordinator of overseas study*. B.S., 1975, Mercer University; M.Div., 1991, Ph.D., 1995, Southern Baptist Theological Seminary.

## EMERITI FACULTY AND ADMINISTRATORS

**Will W. Adams, Professor of political science, 1955-1989.**

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

**Richard C. Brown, Assistant professor of communication, 1987-1997.**

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

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

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

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

**Larry M. Hamilton, Assistant professor of physical education, 1962-2002.**



# College Personnel

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

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

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

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

**Joanne W. Kersten**, *Professor of nursing, 1979-2002.*

**Bonnie S. Knauss**, *Assistant professor and librarian, 1969-2002.*

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

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

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

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

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

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

**Phillip C. Posey**, *Professor of music, 1965-2002.*

**Sarah E. Powers**, *Assistant professor of English, 1983-2002.*

**Pauline Peck Riddle**, *Professor of music, 1972-1998.*

**Ann Marie Woods Shannon**, *Professor of English, 1974-1995.*

**M.J. Stockton**, *Frances S. Evans Professor of education, 1972-2002.*

**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, 1968-1991.*

**Evangeline M. Webb**, *Assistant professor of nursing, 1986-2001.*

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

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

## Officers of the College 2003-2005

**Ron Dempsey, CPA, 2001**, *Vice President for Finance and Administration.* B.A., B.S., Oklahoma Baptist University.

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

**Andrew L. Pratt, 2002**, *Chaplain and Vice President for Religious Ministries.* B.A., 1981, William Jewell College; M.Div., 1984 Southern Baptist Theological Seminary; Ph.D. 1988, Southern Baptist Theological Seminary.

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

**John Westlie, 1985**, *Dean of the College and Vice President for Academic Affairs.* B.A., 1970, New College; M.A., 1974, University of Minnesota; M.Phil., 1978, Ph.D., 1981, Yale University.

**Richard P. Winslow, 1996**, *Dean of Students.* B.A., 1995, William Jewell College, M.A., Higher Education, University of Missouri-Kansas City, 2000; Educational Specialist, Higher Education, UMKC, 2002.



# College Personnel

## Administrative Staff 2003-2005

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

**Ruth Ann Anderson, 1976,** *Director of Bookstore/Central Services.*

**Shawn Anderson, 2002,** *Director of Counseling Center.* B.A.; 1991, William Jewell College. Ph.D. 1998 University of Missouri-Kansas City.

**Susan Arbo, 1997,** *Assoc. Director of Projects and Signature Events.* A.B.; 1986, William Jewell College.

**Susan J. Armstrong, 1978,** *Director of Financial Aid and Scholarship Services.* A.B., 1984, William Jewell College; M.B.A., 1987, Rockhurst University.

**B. Darlene Atkinson, 1980,** *Assistant Director of Bookstore/Central Services.* B.S., 1987, William Jewell College.

**Norman Boos, 1989,** *Director of Facilities Management.*

**Karen Brink, 2000,** *Director of Human Resources.* B.S., Park University, 1987.

**Sandra Jo Burke, 1995,** *Administrative Assistant to the President.*

**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.

**Christopher S. Cissell, 1999,** *Men's and Women's Soccer Coach.* B.A., 1994, William Jewell College.

**Amy Crist, 2001,** *Admission Counselor.* B.S., 2000, William Jewell College.

**Shelley R. Davis, 2002,** *Director of Major Gifts.* B.A.; 2000, University of Kansas.

**Anne C. Dema, 1993,** *Professor of chemistry and chair; associate provost for general education.* B.S., 1987, Pittsburg State University; Ph.D., 1991, Vanderbilt University.

**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.

**Nancy G. Durden, 1995,** *Administrative Associate, Music Department.* B.S., 1972, William Jewell College.

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

**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.

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

**Juan Carlos Grover, 2003,** *Webmaster.*

**Lan Guo, 1996-2001; 2002,** *Manager Network Operations.* B.S., 1992, Southeast University China; 1995, M.S. University of Kansas.

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



# College Personnel

**Milton P. Horne, 1986**, *Executive Director of the Partee Center and professor of religion*. B.A., 1979, University of Missouri-Columbia; M.Div., 1983, Midwestern Baptist Theological Seminary; D.Phil., 1989, University of Oxford.

**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.

**Paula J. Keltner, 2001**, *Director of Campus Life*. B.A., 1995, University of Minnesota; M.H.R. 1999, University of Oklahoma; Ed. S., 2000, UMKC.

**Steven Kilmer, 2001**, *Director of Major Gifts*. B.A., 1979, University of Sioux Falls; M.A., 1983, Wheaton College.

**Shelly King, 2001**, *Director of First-Year Students*. B.A., 1986, 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, M.S., 1995, Baker University.

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

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

**Katy Jones McKinney, 2002**, *Counseling and Events Coordinator*. B.S., 2000, William Jewell College.

**Kelly Burnley Miller, 2002**, *Associate Dean of Admissions*. B.S., 1996, Central MO State University; M.S., 2001, University of Kansas.

**Pamela Miller, 2002**, *Director of Major Gifts*. B.A., 1980; M.B.A., 1988, Rockhurst University.

**Clark Morris, 1990**, *Executive Director, Harriman Arts Program*. A.B., 1992, William Jewell College; M.B.A., Mid-America Nazarene University.

**Ronald C. Mullennix, 1992**, *President, College Hill Investments, Inc.* B.A., 1970; J.D., 1972, University of Missouri-Columbia.

**Nicole Murray, 1997**, *Director of Lydia Lovan Community School of Music*. B.S. 1995, William Jewell College; M.M., 1997, University of Denver.

**Amy Patience, 2002**, *Admission Counselor*. B.S., 1998, William Jewell College.

**Kari Perry, 2000**, *Manager of Print Communications*. B.A., 1994, William Jewell College.

**Trisha Petty, 2003**, *Director of Alumni Relations*. B.A., 1977, William Jewell College.

**Lara Plaisance, 2002**, *Assistant Director of Annual Giving*. B.A., 2002, University of Iowa.

**Dorothy Plattenburg, 1996**, *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.

**James C. Redd, 2002**, *Director of Athletics and Chair of Department of Physical Education*. B.S., Northwest Missouri State University, 1966; M.S. University of Colorado-Boulder, 1967; Ed. D. Oklahoma State University-Stillwater, 1986.



# College Personnel

**Ann Reed, 1997**, *Box Office Manager of the Harriman Arts Program*. B.S. 1975, William Jewell College. MAAA 2003, Goucher College.

**Megan Riley, 2002**, *Assistant Athletic Trainer*. B.S. University of Kansas, 2000; MSE University of Kansas 2001.

**Joseph Rogers, 2000**, *Athletic Equipment Operations Manager*.

**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.

**Connie Ryland, 2000**, *Scholarship and Financial Aid Coordinator*. B.A., 2000, Central Missouri State University.

**Andrew Sallee, 1999**, *Assistant Dean of Admission*. B.A., 1999, William Jewell College.

**J. Stephan Schwegler, 1982**, *Director of Academic Services and 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; further study, University of London.

**Kevin Shaffstall, 2001**, *Associate Director & Professor of the Pryor Leadership Program & Director for the American Humanities*; B.S., 1986, Kansas State University; M.A., 1996, Webster University.

**Ardith L. Sharp, 1965-70; 1973-75; 1978**, *Administrative Assistant to the Dean and Vice President for Academic Affairs*.

**Linda Sharp, 2002**, *Controller*. B.S.B.A., 1982, Missouri Southern State College; Certified Public Accountant, 1987, State of Missouri.

**Nancy C. Sherrick, 1973**, *Administrative Assistant to the President*.

**Patricia Shirley, 2003**, *Director of Advancement Services*. B.A., 1975, Emporia State University; M.S., 1990, University of North Texas.

**Marty Sorensen, 2000**, *Coordinator of Grants and Prospect Research*.

**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.

**Lindsay Turner, 2001**, *Student Employment and Financial Aid Coordinator*; A.A., 1998, Neosho County Community College; B.A., 2000, Benedictine College.

**Helen J. Whiteley, 1993**, *Administrative Assistant and Academic Advisor for Continuing Education*. B.S., 1986, Missouri Western State College.

**Mark Van Tilburg, 2002**, *Executive Director of College Relations*. B.S., 1974, Louisiana State University; M.F.A. 1976, University of Iowa.

**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

**William "Russ" Cline, Jr.** '71, President/Owner, RCA Group, Major Indoor Lacrosse League, and Image Impact, Prairie Village, KS. Chairman, Executive Committee and Business Planning Committee, National Lacrosse League; United Way; Cystic Fibrosis Foundation; Kansas City Youth Symphony; Children's Mercy Hospital; motivational speaker; Sunday School teacher and active on various church committees; recipient, the William Jewell College Citation of Achievement and 2002 National Lacrosse League Executive of the Year.

**Jeffrey W. Comment**, Chairman/Chief Executive Officer, Helzberg Diamonds, North Kansas City, MO. Director, past chair, Greater Kansas City Chamber of Commerce and Diamond Council of America; director, The Civic Council of Greater Kansas City, Jewelry Information Center, and Jewelers of America; director, executive committee, Jewelers Charity Fund for Children; board of regents, Rockhurst College; trustee, Midwest Research Institute; recipient, the William F. Yates Medallion for Distinguished Service.

**William M. Crouch, C.F.P.**, Principal, The Capital Group, St. Louis, MO. Member, Certified Financial Planning Association, National Association of Securities Dealers, and Financial Planning Association; national director, American Quarter Horse Association; executive board, Missouri Quarter Horse Association; Chairman, Missouri 4-H Foundation Board; member Kirkwood Baptist Church, Kirkwood, Mo.

**William E. Dreyer** '60, San Antonio, TX. SBC Executive, retired; board member, Kappa Alpha Order Educational Foundation and Wesley Community Centers, San Antonio; active on church committees; recipient, the William Jewell College Citation of Achievement.

**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.

**Elizabeth Ann Earnest** '77, AT&T Executive, Houston, TX. Board member, Greater Houston Partnership, Houston International Festival; president's advisory board, University of Houston; recipient, the William Jewell College Citation of

Achievement, Alpha Delta Pi Outstanding Alumna, University of Houston Volunteer of the Year and AT&T Business Systems Partner of Choice Award.

**Linda J. French** '69, Kansas City, MO. Immediate past National Chair-Disaster Services, American Red Cross; Missouri Bar Association; Lawyers Association of Kansas City; board member and co-treasurer, Diastole Scholar's Center; recipient, the William Jewell College Citation of Achievement and William F. Yates Medallion for Distinguished Service.

**Jacqueline J. Harmon**, Warrensburg, MO. Leader in church, civic, and service organizations; Missouri Governor's Mansion Preservation Committee; International Wives Organization; leader in church and denominational work, especially Woman's Missionary Union; Sunday School teacher; board member, MBCH Foundation Board.

**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, Covey Leadership's "7 Habits of Highly Effective People"; guest speaker and conference leader for churches, associations, and state convention; former member, Executive Board, Missouri Baptist Convention; trustee, Southwest Baptist University.

**John J. Holland**, Chairman and CEO, Butler Manufacturing Company, Kansas City, MO. Director, Commerce Fund, St. Luke's Hospital, National Association of Manufacturers, Greater Kansas City Chamber of Commerce, The Civic Council of Greater Kansas City, and Midwest Research Institute.

**John E. Hughes, Ph.D.**, Pastor, First Baptist Church, Independence, MO. Executive Board, Blue River-Kansas City Baptist Association; Independence Ministerial Alliance; Independence Chamber of Commerce; William Jewell College Walter Pope Binns Fellow; former president, Missouri Baptist Convention; Doctor of Sacred Theology, Southwest Baptist University.

**Robert K. Kirkland** '80, President, Kirkland & Woods, P.C., law firm, Liberty, MO. Liberty School District Foundation; secretary, Liberty Hospital Foundation; treasurer, Northland Community Foundation; Estate Planning Society of Kansas City; Missouri Baptist Home Foundation; co-chair, Children's Mercy Hospital Planned Gift Council.

**Burnell Landers** '60, M.D., Physician, Consultants in Gastroenterology, Independence, MO. Staff privileges, Research Medical Center, North Kansas City Hospital, Independence Regional Health Center; associate member, American College of Gastroenterology;



# Board of Trustees

American Society for Gastrointestinal Endoscopy; American Medical Association; Greater K.C. Society of Internists; Jackson County Medical Society; K.C. Southwest Clinical Society; Midwest Society for Gastrointestinal Endoscopy; Missouri Society of Internal Medicine; recipient, the William Jewell College Citation of Achievement.

**James W. McCrossen, M.Div.**, Overland Park, KS. Pastor, retired; former pastorates in Missouri, Kansas, Oklahoma; served as Chaplain to Kansas House of Representatives; volunteer Wayside Waifs, Nelson-Atkins Museum of Art; board member, Central Baptist Theological Seminary; past president, American Baptist Churches of the Central Region.

**John E. Owen, D. Min.**, Pastor, First Baptist Church, Winchester, KY.

**James K. Pierce '66**, Lake Jackson, TX. Owner/operator, J Lazy J Ranch; Dow Chemical executive, retired; director, Community Service, Rotary International, Lake Jackson; director, Brazosport Symphony Council, Lake Jackson; numerous patents and publications; recipient, the William Jewell College Citation of Achievement.

**W. Edward Place '82**, Vice President-Finance, Greetings, Hallmark Cards, Kansas City, MO. Chairman, International IT Steering Committee, Hallmark; board chairman, Hillcrest Ministries; featured speaker, BusinessWeek CFO forum, "Transforming Finance To Transform Business."

**Marjorie H. Privott, R.N.**, Chesterfield, MO. Active in many areas of service at First Baptist Church of Ellisville; 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 '56**, Founding Chairman of the Board, Fred Pryor Seminars, Shawnee Mission, KS. Renowned public speaker, holding the CPAE Award from the National Speakers Association; author; world traveler; accomplished pilot; active in civic and educational areas; recipient, the William Jewell College Citation of Achievement.

**Linda J. Roos '68**, President, Fred Pillsbury Foundation, St. Louis, MO; private practice in marriage and family counseling. Board member, Central Baptist Seminary, the Metropolitan School, and the Freeway Foundation; North Side Team Ministry.

**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; William Jewell College Walter Pope Binns Fellow; member, 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.

**Joy S. Steincross**, Liberty, MO. Accomplished musician; Nordstrom pianist; staff accompanist at Woods Chapel Methodist Church; public speaker; active in Cooperative Baptist Fellowship.

**Robert W. Webb, D.Min.**, Pastor, Memorial Baptist Church, Columbia, MO. Member, CBFMO Coordinating Council; former pastorates in Kansas, Arkansas, Bolivar (MO), First Baptist Church, Maryville (MO); William Jewell College Walter Pope Binns Fellow.

**John F. White '67**, President, Aim High Enterprises, Norwell, MA. Board chairman, Wabanna Camp and Conference Center, Mayo, MD; board member, National Center of Children and Families, Bethesda, MD; secretary, Phi Gamma Delta Educational Foundation, Lexington, KY; recipient, the William F. Yates Medallion for Distinguished Service.

**Thomas R. Willard '76**, President and CEO, Tower Properties Company, Kansas City, MO. Licensed real estate broker in Kansas and Missouri; designated member, the Appraisal Institute; Kansas City Real Estate Board; board of directors, St. Luke's Hospital, The Cancer Institute, Horizon Academy, Westport Today, St. Luke's Medical Group, Kansas City Country Club, Downtown Library, LLC; Downtown Council executive committee; Mission Hills Planning Commission; advisory board of directors, Commerce Bank.

## TRUSTEES EMERITI

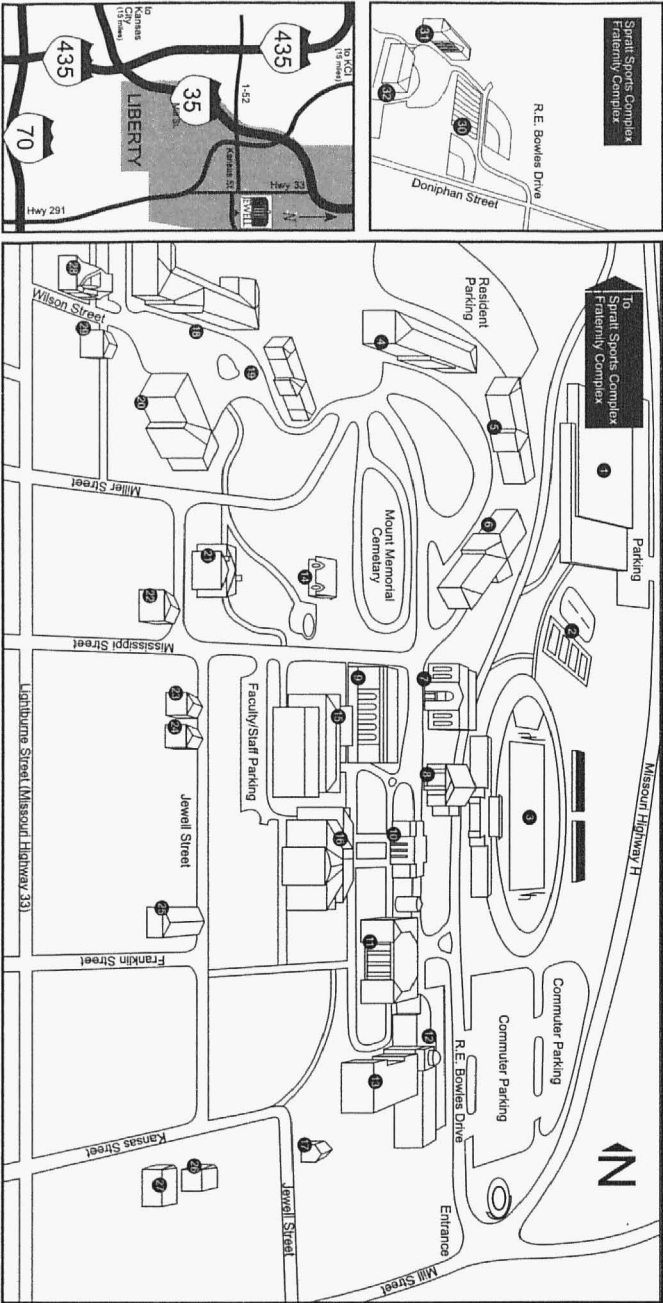
**James R. Bocell**, St. Joseph, MO  
**Richard P. Bowles '49**, Liberty, MO  
**Homer E. DeLozier '29**, St. Louis, MO  
**G. Nelson Duke**, Liberty, MO  
**J. Ray Gill**, Richmond, MO  
**Wallace E. Jones '52**, Lake St. Louis, MO  
**Samuel E. Maddox**, Dothan, AL  
**O.Q. (Dick) Quick '41**, Waco, TX  
**Palmer A. Reynolds**, St. Louis, MO  
**Harvey M. Thomas '47**, Liberty, MO  
**John F. Truex '47**, St. Louis, MO  
**William E. Turnage '47**, Liberty, MO

## ADVISORY TRUSTEES

**E. Bruce Heilman**, Richmond, VA  
**A. Phillip Lineberger**, Sugar Land, TX



# 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  
Doniphan Room  
Student Newspaper (*The Hilltop Monitor*)  
Peters Theater  
Radio Station (KWJC)  
Stocksdale Art Gallery  
Student Financial Planning  
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  
College Relations and Marketing  
Continuing Education  
Dean  
Evening Division
- Human Resources  
President  
Registrar  
Senior Tutor/Oxbridge/Overseas Study
- 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  
Switchboard  
Office of Reprographics
- 14 **Grand River Chapel**
- 14a **Dale Patton Schoolhouse**
- 15 **Yates College Union**  
Bookstore  
Cafeteria  
Career Services  
Counseling and Testing  
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 **Semple Hall**  
Alpha Delta Pi  
Alpha Gamma Delta  
Delta Zeta  
Zeta Tau Alpha
- 19 **Jones Hall**
- 20 **Melrose Hall**
- 21 **President's Home**
- 22 **Cardinal House**
- 23 **Ivy Cottage**
- 24 **Scholar's Cottage**
- 25 **Stamford House**
- 26 **Oxford House**
- 27 **Doniphan House**
- 28 **Hester Alumni Center**
- 29 **Evans House**  
**Greek Complex**  
Kappa Alpha Order  
Lambda Chi Alpha  
Phi Gamma Delta  
Language and Honors House



# William Jewell College Two-Year Planning Calendar

## FIRST SEMESTER

## 2003-2004

|                                 |                  |
|---------------------------------|------------------|
| College Workshop                | Aug. 27 (W)      |
| Residence Halls Open            | Aug. 29 (F)      |
| New Student Orientation         | Aug. 29-31       |
| Registration                    | Sept. 1 (M)      |
| Classes Begin                   | Sept. 1(M)       |
| Close Registration Changes      | Sept. 5 (F)      |
| *Fall Convocation               | Sept. 11 (H)     |
| Parents' Weekend                | Oct. 4           |
| End of first seven weeks        | Oct. 17 (F)      |
| Fall Break                      | Oct. 18-21 (S-T) |
| Beginning of second seven weeks | Oct. 22 (W)      |
| Homecoming                      | Oct. 25          |
| Thanksgiving Holiday            |                  |
| Begins 5 p.m.                   | Nov. 25 (T)      |
| Classes Resume                  | Dec. 1 (M)       |
| Last Day of classes             | Dec. 12 (F)      |
| Finals Preparation Day          | Dec. 15 (M)      |
| Final Examinations              | Dec. 16-19 (T-F) |
| Christmas Holiday               |                  |
| Begins at 5 p.m.                | Dec. 19 (F)      |

## SECOND SEMESTER 2003-2004

|  |               |
|--|---------------|
| Classes Begin                                | Jan. 15 (H)   |
| Close Registration Changes                   | Jan. 21 (W)   |
| *Achievement Convocation Day                 | Feb. 26 (H)   |
| End of first seven weeks                     | Mar. 3 (W)    |
| Beginning of second seven weeks              | Mar. 4 (H)    |
| Spring Break Begins at 5pm                   | Mar. 12 (F)   |
| Classes Resume                               | Mar. 22 (M)   |
| Good Friday Observed ( <i>No Classes</i> )   | Apr. 9 (F)    |
| Undergraduate Colloquium Day                 | Apr. 15 (H)   |
| Honors Convocation                           | Apr. 27 (T)   |
| Last Day of Classes                          | Apr. 30 (F)   |
| Annual Faculty Dinner                        | Apr. 30 (F)   |
| Finals Preparation Day ( <i>No Classes</i> ) | May 3 (M)     |
| Final Exams                                  | May 4-7 (T-F) |
| Baccalaureate/Commencement                   | May 8 (S)     |

## FIRST SEMESTER

## 2004-2005

|                                 |                      |
|---------------------------------|----------------------|
| College Workshop                | Aug. 25 (W)          |
| Residence Halls Open            | Aug. 27 (F)          |
| New Student Orientation         | Aug. 27-29           |
| Registration                    | Aug. 30 (M)          |
| Classes Begin                   | Aug. 30 (M)          |
| Close Registration Changes      | Sept. 3 (F)          |
| *Fall Convocation               | Sept. 9 (H)          |
| Parents' Weekend                | Sept. 25 (tentative) |
| End of first seven weeks        | Oct. 15 (F)          |
| Fall Break                      | Oct. 16-19 (S-T)     |
| Beginning of second seven weeks | Oct. 20 (W)          |
| Homecoming                      | Oct. 30              |
| Thanksgiving Holiday            |                      |
| Begins 5 p.m.                   | Nov. 23 (T)          |
| Classes Resume                  | Nov. 29 (M)          |
| Last Day of classes             | Dec. 10 (F)          |
| Finals Preparation Day          | Dec. 13 (M)          |
| Final Examinations              | Dec. 14-17 (T-F)     |
| Christmas Holiday               |                      |
| Begins at 5 p.m.                | Dec. 17 (F)          |

## SECOND SEMESTER 2004-2005

|  |               |
|--|---------------|
| Classes Begin                                | Jan. 13 (H)   |
| **Classes on Monday Schedule                 | Jan. 14 (F)   |
| Close Registration Changes                   | Jan. 19 (W)   |
| *Achievement Convocation Day                 | Feb. 24 (H)   |
| End of first seven weeks                     | Mar. 2 (W)    |
| Beginning of second seven weeks              | Mar. 3 (H)    |
| Spring Break Begins at 5pm                   | Mar. 18 (F)   |
| Classes Resume                               | Mar. 29 (T)   |
| Good Friday Observed ( <i>No Classes</i> )   | Apr. 9 (F)    |
| Undergraduate Colloquium Day                 | TBA           |
| Honors Convocation                           | Apr. 26 (T)   |
| Last Day of Classes                          | Apr. 29 (F)   |
| Annual Faculty Dinner                        | Apr. 29 (F)   |
| Finals Preparation Day ( <i>No Classes</i> ) | May 2 (M)     |
| Final Exams                                  | May 3-6 (T-F) |
| Baccalaureate/Commencement                   | May 7 (S)     |



# William Jewell College Two-Year Planning Calendar

## SUMMER SCHOOL

Registration & Summer  
School Begins  
July 4 Holiday  
Summer School Ends

## 2004

June 7  
TBA  
July 31

## SUMMER SCHOOL

Registration & Summer  
School Begins  
July 4 Holiday  
Summer School Ends

## 2005

June 6  
TBA  
July 30

(\*Modified class schedule followed on this day)

(\*\*Friday, January 14, 2005, will follow a Monday schedule)

M Monday

T Tuesday

W Wednesday

H Thursday

F Friday

S Saturday

U Sunday



# Index

|                                     |        |  |          |
|-------------------------------------|--------|--|----------|
| Academic Advising                   | 19     | International Relations                      | 143      |
| Academic Assessment                 | 19     | International Study                          | 22       |
| Academic Honesty                    | 20     |  |          |
| Achievement Day                     | 13     | Library                                      | 11       |
| Administrative Staff                | 169    |  |          |
| Admission                           | 1      | Majors and Minors                            | 18, 25   |
| Advanced Placement and Credit       | 2      | (Majors in <i>italic</i> type)               |          |
| American Humanities                 | 110    | (Minors with *)                              |          |
| Application Procedure               | 1      | (Special Career Preparation #)               |          |
| Art Gallery                         | 15     | <i>Accounting</i>                            | 33       |
| Athletics-Varsity and Intramural    | 13     | <i>Art</i>                                   | 26       |
| Astronomy                           | 140    | Banking and Finance                          | 35       |
| Audit                               | 20     | <i>Biochemistry</i>                          | 28       |
| Awards Convocation                  | 19     | <i>Biology</i>                               | 29       |
|                                     |        | <i>Business Administration</i>               | 33, 35   |
| Bachelor of Arts Degree             | 16     | <i>Chemistry*</i>                            | 40       |
| Bachelor of Science Degree          | 16     | Christian Tradition and Thought*             | 153      |
| Board of Trustees                   | 172    | Classical Humanities*                        | 101      |
| Business Fellows Program            | 33     | Clinical Laboratory Science#                 | 49       |
|                                     |        | Coaching and Performance                     |          |
| Calendar                            | 176    | Enhancement*                                 | 137      |
| Campus Map                          | 174    | College-Wide                                 | 50       |
| Campus Map Key                      | 175    | <i>Communication</i>                         | 51       |
| Career Services                     | 11     | <i>Communication with an</i>                 |          |
| Changes in Courses                  | 21     | <i>Electronic Media emphasis</i>             | 52       |
| Christian Student Ministries        | 14     | <i>Communication with a Theatre emphasis</i> | 52       |
| Church Ministries Program           | 14, 46 | Computer Information Systems*                | 59       |
| Classification of Students          | 17     | <i>Computer Science</i>                      | 58       |
| College Chapel                      | 14     | Dentistry#                                   | 149      |
| Counseling Services                 | 11     | <i>Economics*</i>                            | 37       |
| Course Prefixes                     | 24     | <i>Education</i>                             | 63       |
| Courses of Study                    | 25     | <i>English</i>                               | 78       |
| Credit Earned at Other Institutions | 20     | Forestry and Environmental Management#       | 29       |
|                                     |        | <i>French*</i>                               | 100, 102 |
| Debate                              | 15     | General Education                            | 84       |
| Departmental Majors                 | 25     | Geography                                    | 94       |
| Dropping Courses                    | 21     | Geology                                      | 94       |
|                                     |        | German*                                      | 102, 103 |
| Evening Division                    | 4      | Greek  | 105      |
| Faculty                             | 162    | <i>History*</i>                              | 95       |
| Financial Planning                  | 5      | <i>Information Systems</i>                   | 59       |
|                                     |        | Independent Study                            | 99       |
| Grading and Grade Points            | 17     | <i>International Business/Language</i>       | 39, 100  |
| Graduation Requirements             | 16     | <i>International Relations</i>               | 143, 145 |
|                                     |        | Japanese                                     | 105      |
| Harriman Arts Program               | 12     | <i>Japanese Area Studies</i>                 | 99       |
| Health Center                       | 12     | Journalism                                   | 79       |
| <i>Hilltop Monitor</i> (newspaper)  | 15     | Languages                                    | 100      |
| Honors                              | 19     | Latin  | 106      |
|                                     |        | Leadership Studies                           | 108      |
| Independent Study                   | 99     | Management Leadership                        | 35       |



# Index

|  |          |                            |        |
|--|----------|----------------------------|--------|
| Marketing                              | 35       | Radio                      | 15, 52 |
| <i>Mathematics*</i>                    | 111      | Refund Policy              | 9      |
| <i>Mathematics with</i>                |          | Registration               | 20     |
| <i>Data Processing Emphasis</i>        | 111      | Residence Life Program     | 11     |
| Ministry                               | 46       | Religious Life             | 14     |
| <i>Music*</i>                          | 113      |                            |        |
| <i>Music/Church Music</i>              | 117      | Student Activities         | 10     |
| <i>Music Education-Instrumental</i>    | 116      | Student Classification     | 5, 17  |
| <i>Music Education-Vocal</i>           | 116      | Student Financial Planning | 5      |
| <i>Music Performance</i>               | 113      | Student Life               | 10     |
| <i>Music Theory/Composition</i>        | 114      | Student Publications       | 15     |
| Nonprofit Leadership*                  | 108      | Summary of Charges         | 7      |
| <i>Nursing</i>                         | 119      |                            |        |
| Occupational Therapy#                  | 124      | Theatre                    | 15, 53 |
| <i>Organizational Communication</i>    | 51       | Transfer Students          | 2      |
| Oxbridge Honors Program                | 127      | Tucker Leadership Lab      | 110    |
| <i>English Language and Literature</i> | 127      |                            |        |
| <i>History</i>                         | 129      | Withdrawal from College    | 21     |
| <i>History of Ideas</i>                | 131      | Work Opportunities         | 7      |
| <i>Institutions and Policy</i>         | 132      |                            |        |
| <i>Music</i>                           | 134      |                            |        |
| <i>Science</i>                         | 135      |                            |        |
| <i>Philosophy</i>                      | 153, 156 |                            |        |
| Physical Education                     | 137      |                            |        |
| Physical Therapy#                      | 124      |                            |        |
| <i>Physics</i>                         | 140      |                            |        |
| Political Science                      | 143      |                            |        |
| Pre-Engineering#                       | 76       |                            |        |
| Pre-Medicine#                          | 147      |                            |        |
| Pre-Seminary#                          | 46       |                            |        |
| <i>Psychology</i>                      | 150      |                            |        |
| <i>Religion</i>                        | 153      |                            |        |
| Recreation and Sports Management*      | 138      |                            |        |
| Service Learning                       | 160      |                            |        |
| <i>Spanish*</i>                        | 100, 102 |                            |        |
| <i>Speech Education</i>                | 53       |                            |        |
| <i>Theatre*</i>                        | 53       |                            |        |
| <i>Theatre Education</i>               | 53       |                            |        |
|  |          |                            |        |
| Matriculation                          | 8        |                            |        |
| Motor Vehicles                         | 15       |                            |        |
| Music Options                          | 13       |                            |        |
|  |          |                            |        |
| Officers of the College                | 168      |                            |        |
| Orientation for First-year             |          |                            |        |
| and Transfer Students                  | 10       |                            |        |
| Overseas Study                         | 22       |                            |        |
| Oxbridge                               | 22, 127  |                            |        |
|  |          |                            |        |
| Pass-Fail Option                       | 20       |                            |        |
| Pryor Leadership Studies Program       | 23, 109  |                            |        |