

# WILLIAM JEWELL COLLEGE

## 2021-22 Course Catalog

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## Mission Statement

We educate our community to ask reflective questions, apply critical thought and act with purpose.

## Accreditation

William Jewell College is accredited by The Higher Learning Commission ([www.hlcommission.org](http://www.hlcommission.org)). 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; and Nursing by the Missouri State Board of Nursing and the Commission on Collegiate Nursing Education.

## Non-Discrimination/Equal Opportunity Notice

William Jewell pursues a non-discrimination policy with regard to its educational programs and employment. As such, William Jewell does not discriminate on the basis of age, disability, gender, genetic information, national origin, race/color, religion, sex, sexual orientation, veteran status or any other status protected by law (collectively “protected statuses”) in matters of admissions, housing or services, or in the educational programs and activities it operates. William Jewell’s prohibition on discrimination based on protected statuses also extends to all aspects of the employment relationship, including hiring, promotion, termination, compensation, benefits and other terms and conditions of employment. Harassment, whether verbal, physical or visual, that is based on any protected status is a form of discrimination and prohibited by William Jewell’s Anti-Harassment Policy. This notice is issued in compliance with federal and state laws prohibiting discrimination including Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act, Title VI of the Civil Rights Act and the Age Discrimination Act.

William Jewell has designated its Director of Human Resources (the “Non-Discrimination Coordinator”) to handle all inquiries regarding its efforts to carry out this policy, to comply with federal and state laws prohibiting discrimination and to receive complaints of discrimination. The Non-Discrimination Coordinator may be contacted as follows:

Ms. Julie Dubinsky  
Human Resources Director and Title IX Coordinator  
Phone: 816-415-5085  
Email: [dubinskyj@william.jewell.edu](mailto:dubinskyj@william.jewell.edu)

If the Non-Discrimination Coordinator is not available, inquiries and complaints may be directed to William Jewell’s Deputy Non-Discrimination Coordinator. He may be contacted as follows:

Mr. Mike Crutchfield  
Campus Safety Director and Deputy Title IX  
Coordinator  
Phone: 816-415-6335  
Email: [crutchfieldm@william.jewell.edu](mailto:crutchfieldm@william.jewell.edu)

A person wishing to raise a complaint of discrimination with respect to William Jewell’s compliance with this policy may also contact the U.S. Department of Education’s Office for Civil Rights by visiting [www2.ed.gov/about/offices/list/ocr/complaintintro.html](http://www2.ed.gov/about/offices/list/ocr/complaintintro.html) or by calling 1-800-421-3481.

## FERPA

William Jewell College complies with the Family Educational Rights and Privacy Act (FERPA) of 1974, as amended. FERPA affords students certain rights with respect to their educational records. These rights include the following:

- The right to inspect and review, within a reasonable time after the College receives a written request for access, the student’s educational records that are maintained by the College. Students should contact the College office that is responsible for the record(s) they wish to inspect.
- The right to request the amendment of the student’s educational records that are believed to be inaccurate, misleading or inappropriate. A student who wishes to ask for the amendment of a record should write to the official responsible for the record, clearly identify the part of the record that the student wants changed and explain why it should be changed. If the College decides not to amend the record as requested, the College will notify the student in writing and advise the student of the right to a hearing on the matter. The student also has the right to place with the educational record a statement commenting on the information in question.
- The right to provide written consent before the College discloses personally identifiable information from the student’s educational records. One example of an allowed exception to this right is the disclosure of records to authorized individuals associated with the College who have legitimate educational interests. (A person has a legitimate educational interest if the information will be used in conjunction with the fulfillment of his/her official responsibilities for the College.) Records may also be disclosed, without prior consent, to entities or individuals designated by a state or federal agency to conduct audits or evaluations of the College in connection with legal requirements.
- The right to be notified annually of the rights granted under FERPA.

## FERPA *continued*

- The right to file a complaint with the Family Policy Compliance Office of the United States Department of Education concerning alleged failures by the College to comply with the requirements of FERPA.

It is the College's policy to require that all students provide specific consent before confidential information is disclosed to anyone (including to parents and/or legal guardians) besides school officials, except as required by law. Examples of confidential information are academic records (grades, transcripts, etc.), current class schedules and disciplinary records. However, federal law permits us to release disciplinary records to parents when a student who is under 21 has been found in violation of federal, state, local or College laws or rules related to the use of alcohol or a controlled substance. A student may choose to allow disclosure of specified educational records to named individuals with a FERPA Waiver Form that can be completed online.

FERPA permits disclosure and verification of directory information, without prior notification of the student, unless the student has submitted a request to the Office of the Registrar for this information to be kept confidential. Examples of directory information are name; Jewell ID number; local and permanent addresses; telephone listings; email addresses; likeness (e.g., photographs) to be used in college publications; country of citizenship; major and minor fields of study; enrollment status and classification; dates of attendance; participation in officially recognized activities and sports; weight and height of members of athletic teams; degrees, honors and awards received; and educational institutions attended before Jewell. When a student has submitted to the Office of the Registrar a request for privacy (nondisclosure of directory information), the College assumes no subsequent responsibility for contacting the student to obtain permission to release information in response to a request. Students may not opt-out of disclosure of their name or institutional email address to other students in their classes.

Any student who has been "in attendance" at William Jewell College has rights under FERPA. Thus, a student's rights under FERPA at the College begin on the first day of the first term in which the student is enrolled in any course at William Jewell.

## Disability Accommodations Notice

William Jewell College pursues a non-discrimination policy with regards to all education programs and employment. William Jewell is committed to the full inclusion of students, faculty and staff in the life of the Jewell Community in accordance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (including the ADA Amendments Act of 2008) and the Fair Housing Act. Under Section 504 and the ADA/ADAAA, a person has a disability if he/she:

- has a physical or mental impairment that substantially limits one or more of the major life activities. These activities can include but are not limited to walking, standing, seeing, eating, speaking, hearing, sitting, breathing, reading, learning, performing manual tasks, caring for oneself.
- has a record or history of such impairment; or
- is regarded as having such impairment.

To prevent discrimination on the basis of disability, reasonable and appropriate accommodations, academic adjustments and/or auxiliary aids and services are determined on a case-by-case basis for otherwise qualified individuals who have a demonstrated need for these services and can provide appropriate documentation. Information concerning eligibility for accommodations, required documentation and the application process for students, faculty and staff is set forth in William Jewell's Policies and Guidelines for Individuals with Disabilities at [www.jewell.edu/accessibility-services](http://www.jewell.edu/accessibility-services).

Any additional requests or questions regarding programs, services and activities accessible to and usable by persons with disabilities, should be directed to:

Mrs. Missy Henry  
Director of Accessibility Services and Compliance  
Phone (816) 415-7556; Fax (816) 415-5031  
[henrymr@william.jewell.edu](mailto:henrymr@william.jewell.edu)

## Official Communication with Students

William Jewell College communicates a variety of information to its students. Some of the information is time-sensitive, related to matters such as registration dates and procedures, deadlines for refunds and dropping courses, academic standing and requirements and College housing policies. It is essential that all such communications be received by students in a timely manner.

## Official Communication with Students

*continued*

As a result, William Jewell College has designated certain addresses as our official means of communicating with students. These official addresses are the student's college-issued email address, the local address for the semester (the college-assigned mailbox if the student lives on campus) and the permanent home address as shown in the College's records.

The College will consider that it has communicated successfully with a student as long as the communication has been sent to any one of those addresses. Therefore, it is the student's responsibility to assure access to all of these addresses, to check them regularly for any communications from the College and to respond promptly. It is critical for the student to inform the Registrar's office immediately of any changes in an address.

## Catalog Accuracy and Changes

It is each student's responsibility to be familiar with the rules, policies and procedures outlined in this catalog. Every effort is made to ensure that this catalog is accurate and reflects properly the curriculum and academic policies of William Jewell College as of the date of its publication. However, the course offerings, requirements and policies of the College are under continual examination, and the College has a right to modify those offerings, requirements and policies. This catalog is not a contract and in no way guarantees that course offerings, requirements and policies will not change during a student's time at the College. For the most recent version of this catalog, go to [www.jewell.edu/catalog](http://www.jewell.edu/catalog).

Not all policies affecting students are described in this catalog. For additional information, please refer to the Policy Library found at [jewell.edu/policy-library](http://jewell.edu/policy-library). In addition, the information in this catalog may be supplemented by handbooks or checklists produced by individual programs.

In the case of a conflict regarding academic policies between the language appearing in this catalog and in a different statement by the College, the language in this catalog shall be taken as authoritative.

# Admission

Admission of first-year undergraduates to William Jewell College is selective and based on the evaluation of grades on secondary school coursework, co-curricular activities, attempted college coursework, as well as other indicators of ability and character. Applications are evaluated on a rolling basis; however, due to the limited number of spaces in the first-year class, students are encouraged to apply for admission early in their senior year of high school. Transfer applicants are also evaluated on a rolling basis. (Admission requirements for transfer students are shown below.)

William Jewell College seeks candidates for admission who can demonstrate outstanding performance in core academic courses in English, math, science and social studies and requires first-year applicants to complete a minimum of 15 college preparatory academic units (as distributed below) at an accredited high school to be eligible for admission. The College further recommends at least an additional four academic electives, particularly one each in math and foreign language.

- 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 this 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
- 4 additional units from the areas above are recommended, particularly from mathematics and foreign language

Applications are encouraged from any student meeting these standards regardless of age, disability, gender, national origin, race/color, religion, sexual orientation or veteran status. 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.

## Application Procedure for First-Year Admission

Candidates for admission are required to submit the following:

1. A completed Application for Admission and Scholarship. ([www.jewell.edu/apply](http://www.jewell.edu/apply)) or Common Application ([www.commonapp.org](http://www.commonapp.org))
2. An official copy of the high school transcript.

The Application for Admission includes required sections in which candidates will report honors and achievements, involvements and activities, and a writing sample in response to a provided prompt. Candidates may submit standardized test results for the purposes of an admission decision. Eligibility for some scholarships and academic majors require the submission of a standardized test score. William Jewell's ACT code is 2394; our SAT code is 6941.

Before they begin classes at William Jewell, first-year students must submit a final official high school transcript that shows the date of graduation from high school, as well as official copies of final transcripts from all post-secondary institutions at which they have been enrolled in courses, even if credit was not awarded. (If all such transcripts are found not to have been submitted, enrollment at William Jewell beyond one semester will not be permitted.) Additional items provided will be reviewed but are not required. Find additional details online at [www.jewell.edu/apply](http://www.jewell.edu/apply).

Candidates for the Oxbridge Honors Program and the Honors Institute in Critical Thinking should be aware that additional admission requirements apply. More information can be found at [www.jewell.edu/honors](http://www.jewell.edu/honors).

## Home-Schooled Applicants

William Jewell welcomes applications from home-schooled students. Because the nature of the home-school environment presents difficulties in determining the rigor of curriculum and academic engagement, home-schooled students must submit a standardized test score. Such students who wish to apply for admission should fill out the Application for Admission in addition to providing the following items:

- A high school transcript provided by a diploma-granting organization or completion of the Transcript Form by the person primarily responsible for the applicant's educational experience.
- Classes taken at two- and four-year colleges should be included on the high school transcript or transcript template form. In addition, official transcripts must be submitted from any two- or four-year colleges where a student has been enrolled in courses, even if credit was not awarded. (If all such transcripts are found not to have been submitted, enrollment at William Jewell beyond one semester will not be permitted.)
- Official standardized test score reports (ACT and/or SAT). Home-schooled students do not need to take the GED or a similar exam.



## Home-Schooled Applicants *continued*

- One academic recommendation to be completed by a teacher or professor who can attest to the applicant's academic abilities. This recommendation cannot come from a family member.
- A separate page, addressing the following questions:
  1. Are you going to receive a state-recognized high school diploma?
  2. What formal curriculum do you use (if any)?

Please include any additional comments or information that will increase our understanding of your home-schooling experience.

### High School Equivalency Diploma

A high school equivalency diploma will be accepted in place of high school graduation if scores meet the standards set for admission to the College. Contact the Office of Admission for additional information. An official score report from the exam must be submitted. Find additional details online at [www.jewell.edu/apply](http://www.jewell.edu/apply).

### Accreditation of Other Institutions

References within this catalog to “regionally accredited” institutions are intended to include all institutions of higher education in the United States that are accredited by William Jewell College’s own accreditor and similar agencies that historically were limited to working with institutions in certain regions of the country. These agencies are the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, the Commission of Colleges of the Southern Association of Colleges and Schools, the Higher Learning Commission, the Middle States Commission on Higher Education, the New England Commission of Higher Education, the Northwest Commission on Colleges and Universities, and the Senior College and University Commission of the Western Association of Schools and Colleges.

### Requirements for Transfer Admission

William Jewell College welcomes undergraduate transfer students from regionally accredited two- and four-year colleges. Students should be aware that degree requirements vary from institution to institution; thus, they should examine the academic program requirements at William Jewell early in the college experience in order to arrange the most efficient course articulation. A transfer student is defined by William Jewell as a person who, after having been graduated from high school, has completed at least one course at a post-secondary institution and who seeks to earn a degree from William Jewell College. To be considered for admission, students must present a

cumulative GPA of 2.5 (on a 4.0 scale) for all college-level coursework completed at any/all regionally accredited post-secondary institutions.

### Application Procedure for Transfer Admission

Candidates for transfer admission are required to submit the following:

1. A completed Application for Admission and Scholarship. ([www.jewell.edu/apply](http://www.jewell.edu/apply))
2. Official copies of transcripts from each college at which the student was enrolled in courses, attended classes or received financial aid, even if credit was not awarded.
3. If fewer than 26 total credit hours from regionally accredited institutions have been earned since finishing high school, applicants must supply the College with an official copy of the final high school transcript.

William Jewell College seeks candidates for admission who can demonstrate outstanding performance in core academic courses in English, math, science and social sciences. Candidates for transfer admission who have completed fewer than 26 total credit hours from regionally accredited institutions since finishing high school will be evaluated on performance in college-level coursework and performance in the core academic courses completed in high school. Official ACT results or official SAT results can be submitted for review for the purposes of admission and academic scholarship consideration. Eligibility for some academic majors requires the submission of a standardized test score. William Jewell’s ACT code is 2394; our SAT code is 6941.

Before beginning classes at William Jewell, transfer students must submit official copies of final transcripts from all post-secondary institutions at which they have been enrolled in courses or received financial aid, even if credit was not awarded. (If all such transcripts are found not to have been submitted, enrollment at William Jewell beyond one semester will not be permitted.)

### Guidelines for Transfer of Credits

The following guidelines and policies apply to undergraduate transfer of credit to William Jewell College:

- Credit will be considered for transfer to William Jewell College, and for potential use toward a degree from William Jewell College, only for courses that are consistent with the curriculum of the College and on which the student has earned grades of C- or higher.
- Generally, credit for undergraduate courses that are technical or vocational in nature, that are based upon participation in intercollegiate athletics or that are otherwise inconsistent with the liberal arts curriculum

## Guidelines for Transfer of Credits *continued*

of William Jewell College will not be accepted in transfer. Credit for courses that are judged to be remedial will not be accepted.

- Courses that cannot be used toward a degree at the original institution will not normally be accepted in transfer to William Jewell. Credit granted by another institution on the basis of an examination or through advanced standing will not be accepted in transfer to William Jewell.
- Up to two hours of credit will be granted, and recorded as transfer credit of physical activities, upon the receipt of an official military transcript showing successful completion of basic military training. No other credit will be awarded on the basis of a military transcript or on the basis of experiential learning.
- A course for which only a “passing” or “satisfactory” grade is recorded by another institution is not normally considered for transfer, unless the corresponding class at William Jewell is also graded on a pass/fail basis for all students.
- A maximum of four hours of physical education wellness/fitness/activity courses will be accepted in transfer.
- Courses that are determined to result in duplication of credit will not be accepted in transfer. Other courses whose credit cannot be applied toward a bachelor’s degree from William Jewell will normally not be accepted in transfer.
- The final determination concerning whether credit is transferable is made by the College Registrar, who may consult with department chairs. The student is welcome to provide additional materials (descriptions, syllabi, assignments, etc.) from courses whose transferability is questioned.
- A minimum of 45 semester hours, aside from any courses that are graded pass/fail, must be completed in residence at William Jewell, including at least 16 hours (with a grade of C– or better) in any major and at least 9 hours (with a grade of C– or better) in any minor, by any student who intends to earn a degree from the College.
- Transfer students with fewer than 26 transferable college credit hours that have been earned since finishing high school will be expected to complete William Jewell’s Core Curriculum in its entirety through William Jewell courses. Exceptions are made for 100-level CTI courses, aside from CTI 100 and 150.
- Transfer students with 26 or more transferable hours that have been earned since finishing high school are allowed to follow rules for meeting the requirements of the Core Curriculum that are found under Core

Curriculum Guidelines at [www.jewell.edu/transfer-applicants](http://www.jewell.edu/transfer-applicants). The rules apply only at the time of the first enrollment at William Jewell. Credit awarded by William Jewell on the basis of examinations (e.g., AP and IB credit) does not count toward the 26 hours.

- Since William Jewell operates on a semester basis, credit hours earned at an institution that is on a quarter system will be multiplied by two-thirds before they are recorded on a William Jewell transcript.

### Conditional Admission

Applicants who do not meet the regular admittance criteria may be admitted conditionally. The Admission Committee reviews all pending decisions for regular or conditional admittance based on GPA in core academic coursework, submission of essays and other academic resumé.

Conditionally admitted students are required to work with the Director of the Academic Achievement Center throughout the first year of enrollment at William Jewell College and to enroll in COL 110 (Study and Learning Strategies, one credit hour) and COL 120 (Career Planning, one credit hour) during their first semester.

### Requirements for Returning to Jewell

William Jewell students who have been away from the College for only one or two semesters without enrolling in courses elsewhere must contact the Office of Admission concerning reactivation of their records as they return to the College.

Students who have been away more than two semesters, or who have enrolled elsewhere during their time away, are required to apply for re-admission to the College. This can be accomplished by completing the Application for Admission and Scholarship online ([www.jewell.edu/apply](http://www.jewell.edu/apply)) and supplying official copies of transcripts from all post-secondary institutions at which the student being re-admitted has been enrolled in courses or has received financial aid, even if credit was not awarded. Students are strongly encouraged to file a FAFSA in order to attempt to qualify for available financial aid.

Before they begin classes at William Jewell, re-admitted students must submit official copies of final transcripts from all post-secondary institutions at which they have been enrolled in courses or received financial aid, even if credit was not awarded. If all such transcripts are found not to have been submitted, enrollment at William Jewell beyond one semester will not be permitted.)



## Requirements for Returning to Jewell *continued*

A student who is re-admitted to Jewell, even if credit has been earned elsewhere, is not categorized as a transfer student. Rules that govern the use of credit earned elsewhere by transfer students to meet CTI requirements cannot be expected to apply to the credit earned while away from Jewell. However, a student who has matriculated at Jewell and who subsequently leaves Jewell and is a full-time student at other institutions for at least three semesters (not counting work done overseas or in the summer) before returning to Jewell will be allowed, at the time of re-admission to Jewell, to substitute transfer work for CTI courses according to the rules for transfer students.

A student who returns after an absence of one or more semesters should expect to be required to change to the requirements set forth in the catalog in effect at the time of rejoining the College.

### Visiting and Unclassified Students

A student who has been attending another institution and who wishes to attend William Jewell only temporarily is classified as a visiting student. Other persons who do not seek to earn a degree from William Jewell but who desire to enroll in an occasional class are considered to be unclassified students. Persons admitted in either of these categories who wish to remain at William Jewell as degree-seeking students must go through the regular admission processes outlined above.

### Transcripts from Other Institutions

Official transcripts that students arrange to have sent to the College from other institutions become the property of William Jewell College and a part of a student's educational record. They are considered official only at the time of receipt. Copies of transcripts received by William Jewell from other institutions will not be provided to the student. (However, under the provisions of FERPA, students are allowed to inspect such records.)

In order to be certain of obtaining accurate information and assuring that no protocol of the issuing institution is circumvented, a student must contact the originating school for additional copies of his/her transcript.

Students who are found not to have submitted the transcripts required as a part of the admission process will have a hold placed on their educational records and will not be able to obtain an official transcript that reflects any work done at William Jewell College.

### Enrollment Deposit

Students who are admitted to the College are required to submit a \$100 enrollment deposit to reserve a space in the incoming class. First-year students are expected to submit their enrollment deposit by the National Reply Date on May 1. Deposits received after May 1 are non-refundable. First-year, transfer and re-admitted students will not be allowed to schedule an advising appointment for registration in first-semester classes without having first submitted their \$100 enrollment deposit.

### Credit Earned During High School and Test Credit

The College imposes no limit on the amount of credit a student may earn while still enrolled in high school or by examination, although a minimum of 45 graded credit hours in residence (through William Jewell courses) is required to earn a degree from William Jewell College. Credit by examination is normally recorded on the student's transcript with the letter grade "CR," which is not included in grade-point-average calculations.

### Advanced Placement (AP) Credit

William Jewell College offers Advanced Placement (AP) credit in cooperation with The College Board. Official score reports from AP examinations for students seeking admission to the College should be sent to the Office of Admission. A minimum score of 4 on any exam is required to be eligible for AP credit. A listing of courses for which credit can be earned in this manner is available on the College's website ([www.jewell.edu/apply](http://www.jewell.edu/apply)).

### International Baccalaureate (IB) Credit

The College recognizes credits earned through strong performances on examinations administered by the International Baccalaureate Organization. A minimum score of 5 on any higher-level (HL) exam is required to be eligible for credit. Some departments will also grant credit for standard-level (SL) exams, with a score of 6 generally being the minimum score that is accepted. A listing of tests and the scores required for credit at William Jewell is available on the College's website ([www.jewell.edu/apply](http://www.jewell.edu/apply)).

### Credit and Placement by Examination

Credit may be granted through departmental examinations. The actual awarding of academic credit is at the discretion of the individual departments. For associated fees, see the Summary of Charges in the Financial Cost Information section of the catalog. Advanced placement (with no associated credit or fee) may also be granted through departmental exams or at the discretion of the department.

### **Dual Credit (High School/College)**

Credit earned from a regionally accredited college or university, through courses taken while in high school, will be considered for transfer toward a William Jewell College degree. An official college or university transcript is required for evaluation and granting of credit. Credit toward graduation will not be awarded for courses with a grade lower than C-. Credit will not be granted on the basis of the high school transcript. The final determination concerning whether credit will be accepted will be made by the Registrar, who may consult with department chairs. (Refer to the guidelines for acceptance of transferred credit that are listed above.) Students should arrange to have these post-secondary transcripts sent to William Jewell before they begin classes at the College. If all such transcripts are found not to have been submitted, enrollment at William Jewell beyond one semester will not be permitted.

### **Concurrent Enrollment/Summer Credit**

Students who satisfy the College's admission requirements after their junior year in high school may be granted permission to take one course concurrently (i.e., while finishing high school) at a reduced tuition rate during the fall semester and/or spring semester of the senior year in high school. Students must submit an Application for Admission, an official high school transcript, official copies of ACT or SAT scores and a letter of support from a high school counselor or principal. Early admission to the College as a concurrent student does not guarantee admission to the College as a full-time student after the completion of high school. High school students demonstrating exceptional academic ability may enroll for classes during Jewell's summer session following their junior year but should expect to be charged tuition at the regular summer rate.

### **A+ Jewell Dual Admission Program**

Students who are attending the Kansas City Metropolitan Community Colleges (MCC) and who intend to enroll at William Jewell after the completion of an associate degree are encouraged to participate in the A+Jewell Dual Admission Program. Students in this program are expected to apply for admission at William Jewell and to complete the A+Jewell application supplement within the first four weeks of their second semester at MCC.

Students who are enrolled in the A+Jewell Dual Admission Program and who have completed a minimum of 30 credit hours at MCC with a GPA of 3.0 or better are eligible to take select courses at Jewell at a reduced tuition rate while they continue their work at MCC. (Refer to the concurrent student rate in the Summary of Charges in the section on Financial Cost Information.) Students in this program are given special assistance by the transfer counselor in the

Office of Admission and are assigned a faculty academic advisor in their area of interest at Jewell. Credit earned at William Jewell through this program is allowed to count toward both the Associate Degree from MCC and the Bachelor's Degree from William Jewell.

### **International Students**

All admission policies, documents, credentials, timetables and requirements for domestic students also apply to international undergraduate students.

Students in the U.S. on any type of visa other than F1 must take the necessary steps to apply for and obtain an F1 visa before enrolling at the College.

William Jewell College recognizes credits and diplomas from properly accredited international colleges and universities once appropriate official documentation is received and (if necessary) translated. Students who have earned college-level credit at institutions outside the United States must normally submit a transcript for such work for evaluation (see below) with results to be forwarded directly to William Jewell. The Registrar, who may consult with department chairs, will determine the nature of the courses and the number of credits granted once translations and evaluations of syllabi, catalogs and credentials are complete.

International applicants must prove English language competency in at least one of the following ways:

1. A minimum of 550 (paper based) or 79-80 (web based) on the Test of English as a Foreign Language (TOEFL).
2. A minimum of 6.5 on the International English Language Testing System (IELTS).
3. A minimum of 450 on the verbal component of the SAT or 22 on the ACT.
4. Grades of B or higher in English composition courses where English is the institutional language of instruction.
5. For transfer students, two semesters with grades of B or higher in English composition courses at regionally accredited post-secondary institutions in the United States.
6. Successful completion of a NAFSA recognized program in English as a second language.

## Application Procedure for International Students

International students are required to submit the following items:

1. Completed Application for Admission.  
([www.jewell.edu/apply](http://www.jewell.edu/apply))
2. Original or certified copies of examination results, diplomas and course syllabi. International transcripts must be translated and evaluated by a member of The National Association of Credential Evaluation Services ([www.naces.org](http://www.naces.org)), with results forwarded directly to William Jewell. Any transcripts from post-secondary institutions must be evaluated on a course-by-course basis. (If all such transcripts are found not to have been submitted, enrollment at William Jewell beyond one semester will not be permitted.)
3. Standardized test scores from either the ACT or the SAT are strongly recommended but not required for admission, but standardized test scores must be available for scholarship consideration.
4. Proof of English Language Proficiency. Proficiency may be demonstrated with the qualifying TOEFL score or by meeting other criteria approved by William Jewell College. (Refer to previous section.)
5. Certificate of Financial Support. International student applicants requiring a visa to study at William Jewell College must certify that there are sufficient monetary resources to satisfy the costs of attendance. A Certificate of Eligibility (I-20) will not be issued until a current (within the last three months) bank statement, award letters and affidavits are signed, dated and received by the Office of Admission at William Jewell College. An I-20 "Certificate of Eligibility for Nonimmigrant Student Status" form will be mailed to all admitted international students by the International Student Advisor upon receipt of the \$100 enrollment deposit.

The College will provide support and direction to international students throughout their tenure at William Jewell, ensuring compliance with state and federal regulations and helping with adjustments to living in the United States.

International students are expected to live in a campus residence facility and to be paired initially with American roommates. This arrangement provides for a unique living environment and proves to be valuable for all parties.

## Admission with Prior Academic Probation or Dismissal

Students applying for undergraduate admission to the College who are on academic probation at another college or university or have been academically dismissed from another college or university are subject to a thorough

review by the Admission Committee and the Provost of the College. Students who have been academically dismissed from another college or university may not be considered for admission to William Jewell until one year (two semesters) after their dismissal.

## Accelerated Track in Nursing

As college graduates, students may enter the College seeking to complete in an accelerated manner the requirements for a major in nursing and the Bachelor of Science degree from William Jewell College. In addition to the Application for Admission, each applicant must write a personal statement using 250–500 words. The topics of the essay are: *Why do you want to be a nurse? Why is Jewell the place to earn your Bachelor's degree in nursing?*

Students already holding a bachelor's degree from a regionally accredited institution who enter the Accelerated Track program in nursing are exempt from all Core Curriculum requirements at the College if at least 90 semester hours of their previous undergraduate work is applicable toward a bachelor's degree at William Jewell. (For an explanation of what transfer work can count toward a degree at Jewell, refer to the earlier section on "Requirements for Transfer Admission".)

Selection is based upon:

- Bachelor's degree from a regionally accredited college or university
- Completion of an application to William Jewell College
- Submission of official copies of transcripts from all post-secondary institutions at which the student has been enrolled in courses or has received financial aid, even if credit was not awarded
- Applicants normally presenting a minimum GPA of 2.7 (on a 4.0 scale)
- Prerequisite courses completed prior to the beginning of nursing classes with a minimum grade of C- in all courses
- Two references, preferably one from an employer and one from a faculty member
- A selective interview with members of the nursing department
- A résumé summarizing any community, volunteer and health-related experiences
- Completion of a pre-nursing admission exam [fee required]

Before they begin classes at William Jewell, students in this program must submit official copies of final transcripts from all post-secondary institutions at which they have been enrolled in courses or received financial aid, even if credit was not awarded. (If all such transcripts are found not to have been submitted, enrollment at William Jewell beyond one semester will not be permitted.)

## **Accelerated Track in Nursing** *continued*

In order to comply with terms of affiliating agreements between William Jewell College and clinical agencies, any student who has contact with patients (or residents) must disclose any criminal convictions and agree to be subject to a criminal background check and drug screening by state or private investigative agencies. The College has implemented a background-check policy whereby a conditional offer of acceptance will be revoked if any of the following are found during the required pre-enrollment background check process: criminal convictions, pending charges and/or negative information on a Family Care Safety Registry (FCSR) report from the State of Missouri. Please see the Nursing Program website for more details concerning the background check and drug screen policies.

# The Academic Program

## The Curriculum

The undergraduate curriculum of the College includes three parts—Academic Core Curriculum: Critical Thought and Inquiry; Majors and Minors; and Electives. Requirements for these segments are provided below.

To ensure all students can demonstrate high levels of competency upon graduation in the areas of Common Competencies, Disciplinary Knowledge, and Responsible Citizenship, the faculty created and adopted college-wide learning outcome categories. Each curricular program connects their educational goals and objectives to these learning outcome categories, at either the course or program level, and measures learning using direct or indirect evidence collected by the department commensurate with their approved assessment of learning plan. These pillars of learning contain subcomponents as shown below:

### Common Competencies

- Critical Thinking
- Creative Thinking
- Analytical Thinking
- Communication Fluency

### Disciplinary Knowledge

- Specific outcomes set by major(s)

### Responsible Citizenship

- Ethical Reasoning
- Diversity & Inclusion
- Global Learning
- Spiritual Exploration

Each academic program assesses learning using established rubrics, many of which are based on VALUE rubrics developed by the Association of American Colleges and Universities or disciplinary associations, and evaluates collective performance against established benchmarks. The specific learning outcomes for each academic program are included at the beginning of the appropriate section of the College Catalog.

## I. Academic Core Curriculum: Critical Thought and Inquiry

All undergraduate students graduating from William Jewell College must complete our core curriculum program. For a complete description of the program, its requirements, policies and courses, please see Academic Core Curriculum in the Programs of Study section of this catalog.

## II. Majors and Minors

Each undergraduate student must complete the requirements of at least one major, with no course grade lower than C- in the major. (The credit associated with the requirements of a major varies greatly but is always at least 24 hours.) Students who transfer credit into the College must complete in residence (through William Jewell coursework) a minimum of 16 hours in the major with a grade of C- or better in each course. For specific requirements of each major, please see the listings in this catalog under Programs of Study. The information provided in this catalog may be supplemented by further information in departmental checklists, handbooks and postings on the College's website.

Students may choose one of the traditional academic majors or may devise an interdisciplinary or non-traditional major from the several hundred courses offered by the College. Instructions for proposing a self-designed major are available through the Office of the Registrar. A student interested in creating a self-designed major must send a letter of intent to the Chair of the faculty's Curriculum and Educational Policy Committee (CEPC) by the beginning of the second semester of the student's sophomore year or by the tenth week of the student's first semester at William Jewell, whichever is later. Full proposals for these self-designed majors must then be submitted for review by the CEPC no later than the third week of the junior year (i.e., four semesters before graduation) or the third week of the student's second semester at William Jewell College, whichever is later. (No proposal will be accepted during a student's final semester at the College). A self-designed major proposal must be approved by the CEPC, signed by the CEPC Chair and the Provost, and filed with the Office of the Registrar before it becomes an official part of the student's academic record.

Students may choose to pursue more than one major. A second, or subsequent, major, with the exception of ACT-In, must involve a minimum of 16 hours of requirements beyond those of the Academic Core and of other majors.

Minors permit students to explore in depth a subject of interest, but with fewer requirements than a major. Requirements for minors normally total between 15 and 24 hours, with a minimum of 9 hours in residence (through William Jewell coursework). A grade of C- or higher is required in each course in the minor. A student may earn a minor in a subject even if the student's major or a different



## **Majors and Minors** *continued*

minor requires some of the same courses, subject to the following general rules:

- Only those courses specifically required for both programs will apply toward both.
- A minor must contain at least three courses totaling a minimum of nine hours not counting toward a major or another minor

Many minors are short introductions to majors, including Chemistry, Economics, Spanish and Mathematics.

Other minors concentrate on an area in which a major is not available, such as Entrepreneurial Leadership and Premedicine. In addition, minors can be interdisciplinary, such as Nonprofit Leadership and Women's Studies.

Students who have declared their intent to earn a second major, besides ACT-In, and who are progressing satisfactorily toward the completion of both first and second majors will not be considered to have finished a degree until both first and second majors have been completed. Minors are never considered to be requirements for graduation. Failure to complete all requirements of the Honors Institute in Critical Thinking or of an undergraduate certificate will not prevent a student from being graduated. (Refer to the section on Graduation Requirements that appears later in the catalog for additional regulations.)

A department may allow a student to use a course that is cross-listed under both Critical Thought and Inquiry (CTI) and a departmental prefix to satisfy both the requirement of the CTI category and a requirement of a minor or of a second major. Students wishing to meet a CTI requirement with such a cross-listed course must enroll in the section with a CTI prefix.

After having been graduated from the College, a student may return to complete a minor or another major through additional coursework. Transfer work from other institutions will not normally be accepted to meet the requirements of the additional minor or major. If the student's enrollment at the College is not continuous, the student should expect to have to meet requirements for the additional major or minor that are in effect at the time of the student's return. The additional major or minor must be one that is offered at the College at the time of the student's return.

### **III. Elective Courses**

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 may take electives to explore areas about which they might like to learn or to engage in intellectual experimentation. As they work to meet the credit requirements for graduation (a minimum of 124 hours for most undergraduate programs), many students will use elective courses to supplement their experiences in the core curriculum and in their academic majors and minors.

# Academic Policies

## The Student's Responsibility

All students are responsible for knowing their academic status and for awareness of the academic requirements, policies and procedures as stated in this catalog. While students receive assistance and guidance from advisors, instructors and staff members, proper completion of requirements for graduation is ultimately each student's responsibility.

## Academic Honesty

The sense of tradition and excellence we embrace at William Jewell College is founded on specific core values, beliefs and standards that guide our existence and vision for the future. Among these beliefs is a commitment to expecting more of ourselves, our peers, our colleagues and our college community. Words such as *Achievement*, *Leadership*, *Respect*, *Responsibility* and *Service* not only describe our College but also convey how we intend to live a life dedicated to the common good.

At William Jewell College, concepts of freedom and personal responsibility are inextricably bound. The College community functions on the principle that each member respects and protects the rights of his/her fellow citizens. Students are expected to possess the values of mature, self-disciplined persons who appreciate the privilege of education and are willing to accept its responsibilities.

Although high expectations of honor and integrity apply to the entire College community, the Honor Code (available in the College's Policy Library) specifically addresses the expected conduct of students. While affirming the highest standards of honor and integrity in all pursuits, the Honor Code specifically addresses lying, cheating and stealing. It provides for adjudication of alleged infractions in the academic sphere through an Honor Council, which is composed of students, faculty and staff.

Students choosing to attend William Jewell College are expected to adhere to the highest standards of academic integrity and individual conduct and to hold one another accountable. Consequently, persons who possess factual knowledge of any violations of the Honor Code are honor-bound to report them.

## Absences

William Jewell College, while prioritizing academics, believes in the education of the whole person and affirms the value of activities beyond the classroom such as participation in athletics, music, debate and theater performance and attendance at professional/scholarly

meetings. The faculty of William Jewell College work together with sponsors of such activities to reach a compromise that respects both the need for students to attend classes and the benefits of participation in co-curricular activities.

It is the responsibility of students to:

- attend classes;
- complete all assignments according to the expectations of their instructors;
- be aware of the policies of each of their instructors;
- monitor their own absences;
- inform their instructors in advance of any absences they anticipate for co-curricular activities; and
- arrange to make up missed work.

It is the responsibility of sponsors of College events to:

- work with faculty members to prevent scheduling conflicts whenever possible;
- schedule events in such a way as to minimize absences from class as much as possible;
- inform the faculty in advance of any planned group absences;
- offer their assistance in accommodating the needs of students who must hand in assignments or take exams; and
- recognize that students may not miss unlimited numbers of classes and that faculty members have the right to set limits on absences, even if such absences result from participation in college-sponsored events

It is the responsibility of faculty members to:

- set policies that recognize the value of participation in college-sponsored activities, which might include allowing students to hand in assignments or take exams at alternative times with advance notification, as well as distinguishing between excused and unexcused absences; and
- set flexible policies, rather than rigid ones, regarding absences

The following statement concerning attendance in class has also been adopted by the faculty:

William Jewell College is a non-attendance-taking institution. However, the faculty recognizes the importance of regular attendance in all courses. Attendance policies for students are located on the course syllabi. Departments electing to take attendance must follow attendance-reporting expectations in the faculty handbook.

## Late Assignments

Students are expected to complete assigned class work on time. A student anticipating absence from class on a day when work is due 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 or attending an examination impossible, it is the student's responsibility to contact the instructor, in advance of the due date or exam, to explain the situation and request alternate arrangements. Documentation regarding the situation may be requested by the instructor. Failure to contact the instructor in advance may result in a penalty, as determined by the instructor's judgment and the policy stated in the course's syllabus.

## Grading and Credit

Students should obtain their semester grades from their individual online account, which is accessible with the student's network username and password, since no grade reports are printed or distributed. Since Fall 2003, William Jewell's grade scheme has been as follows:

A/A+	= 4.0 points per credit hour
A-	= 3.7 points per credit hour
B+	= 3.3 points per credit hour
B	= 3.0 points per credit hour
B-	= 2.7 points per credit hour
C+	= 2.3 points per credit hour
C	= 2.0 points per credit hour
C-	= 1.7 points per credit hour
D+	= 1.3 points per credit hour
D	= 1.0 point per credit hour
D-	= 0.7 points per credit hour
F	= 0 points per credit hour (No completed credit is recorded on the transcript.)
AU	= Audit (No completed credit and no grade points are recorded on the transcript.)
CR	= Credit by examination (No effect on grade point average)
FA	= Failed under the Pass/Fail option (No effect on grade point average)
I	= Incomplete
IP	= In Progress toward Oxbridge senior comprehensive examinations
NR	= Not Reported
P	= Pass (No effect on grade point average)
PR	= Progress (extended Incomplete)
W	= Dropped the course (No effect on grade point average)
WD	= Withdrew from the College (No effect on grade point average)

Grade point averages are computed on the basis of graded hours attempted and the total number of grade points earned. For graduation with a bachelor's degree, the total

number of grade points must be at least two times the number of graded hours attempted at the College; that is, the minimum institutional grade point average must be 2.0.

All references herein to "hours" or "credit hours" shall be interpreted to mean semester hours, since William Jewell College operates on a semester basis.

Different sets of grade point averages may appear on the student's transcript.

- Transfer grade point average (includes grades for any transferable courses from other institutions)
- Institutional grade point average (includes grades for courses taken through William Jewell College, including approved study-abroad courses)
- Cumulative Transfer & Institutional grade point average (includes grades for both categories)
- Undergraduate and graduate work will be shown in separate sections of the transcript, and grade point averages will be calculated separately.

Decisions about graduation, honors, academic probation and some financial aid are based solely on institutional grade point average, which does not include grades for transferred credit.

## Incomplete Grades

An instructor may choose to award a grade of I (for Incomplete) in any 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 decision about whether a grade of Incomplete is appropriate is made by the instructor, who may request documentation regarding the student's circumstances. The assignment of an Incomplete requires a contract in which the instructor specifies reasons for the Incomplete grade, summarizes the work to be completed and indicates the student's grade for the course if no additional work is submitted. The contract, including the student's acknowledgement of the instructor's expectations, must reach the Office of the Registrar by the date on which grades for the semester are due from the faculty.

The student who is given a grade of Incomplete must complete the requirements of the course by the end of classes in the succeeding fall or spring semester, or sooner if an earlier deadline is imposed by the instructor in the contract. Failure to do so results in a change of grade to an F (or to a higher grade, if specified by the instructor in the contract). The student is still considered to be a part of the class until the deadline specified in the contract; however, this continued participation in a course from a previous term is not reflected in official reports of enrollment or recognized for purposes related to financial

## Incomplete Grades *continued*

aid. An instructor can permit a student to drop a course in which an Incomplete grade has been recorded only before the deadline for submission of a grade to replace the Incomplete.

An extension of the deadline for the student's submission of additional work is possible if the original deadline in the contract has not yet passed. It requires an amended contract between instructor and student and the approval of the Provost of the College. An Incomplete grade whose deadline has been extended is changed to a PR (Progress) on the student's record.

A student who receives an Incomplete in the last semester before graduation must finish all requirements for graduation prior to the *beginning* of the next semester/term or else conferral of the degree will be delayed.

### Repeating a Course

Students must repeat courses in which the grade earned is below C- before such courses can satisfy requirements for a major or minor. When such courses are repeated at William Jewell and satisfactory performance is recorded, only the repeat grade will be used in determining the grade point average. However, the original grade remains a part of the permanent record (the transcript) without being included in the grade point computation. On the transcript, the credit hours earned for the repeated course will replace the original credit hours. When such courses were taken originally at Jewell but then are repeated at another institution, the original course is unchanged on the permanent record and the original grade continues to be a part of the institutional GPA. If a grade above F was earned originally and the course is repeated at another institution, then the number of hours required for graduation is increased because of the duplication of credit.

Courses not required for a major or minor but in which a grade of below C- is earned may be repeated, if the student chooses and the course is still available. When such a course is repeated at William Jewell and satisfactory performance is recorded, the original grade remains a part of the permanent record (the transcript) without being included in the computation of the grade point average. On the transcript, the credit hours earned for the repeated course will replace the original credit hours. When such courses were taken originally at Jewell but then are repeated at another institution, the original course is unchanged on the permanent record and the original grade continues to be a part of the institutional GPA. If a grade above F was earned originally and the course is repeated at

another institution, then the number of hours required for graduation is increased because of the duplication of credit.

Students who repeat a course for which the original grade is below C-, and who do not earn a grade of C- or better on a subsequent attempt, will normally have only the grade from the latest attempt included in the grade point average.

Most courses at William Jewell cannot be used more than once toward graduation. Exceptions are noted within the descriptions of repeatable courses.

If a student repeats a course in which the original grade is C- or better and which can be counted only once toward graduation, the additional credit hours earned will increase the number of hours required for graduation and both grades will be included in grade point computation on the transcript.

In order to ensure that the transcript is updated properly, students must submit a Repeat of Course form to the Office of the Registrar when repeating a course. A course may not be repeated using the Pass/Fail option.

### Pass/Fail Option

The Pass/Fail option encourages undergraduate students to attempt courses of interest that might have been avoided because of a lack of background or heavy course load. Grades of P (Pass) or FA (Fail) received under this option will not be included in the computation of the grade point average, but credit earned when the course is passed will apply toward graduation. The Office of the Registrar does not routinely notify instructors when their students have chosen the Pass/Fail option.

Students who elect the Pass/Fail option must submit a Pass/Fail Option form to the Office of the Registrar by the end of the first week of the semester's classes, and no changes can be made after that deadline. Students electing the Pass/Fail option must abide by the following restrictions and requirements:

- Students must be classified as a sophomore or higher and must be in good academic standing.
- Only one course per semester is permitted under the Pass/Fail option.
- No more than 20 hours that have been taken under the Pass/Fail option can be counted toward graduation

## Pass/Fail Option *continued*

The following types of courses may not be taken under the Pass/Fail option:

- No course that meets any requirement of a major or minor, including prerequisites to required courses.
- No course that meets any requirement of the core curriculum, including the world language requirements.
- No prerequisites to courses meeting the world language requirement.
- No course being repeated.
- No course required for teacher certification or pre-professional preparation.
- No course required for the Pryor Leadership Studies Program or other certificate programs.

A few courses are graded on a pass/fail basis for all students who are enrolled. (The pass/fail grading is indicated within the description of each such course.) The restrictions above do not apply to courses for which all enrolled students are graded on a pass/fail basis.

Eligibility for the Dean's List may be affected when one uses the Pass/Fail option, since one must complete at least 14 graded hours in a semester to be eligible for the Dean's List.

### **Audit Option**

On a space-available basis, students may elect to audit a course (i.e., participate in a course without receiving credit). When a course is audited, no credit is awarded and no grade points are earned, but the course will appear on the transcript with a notation of AU in place of a grade. Audited courses do not affect the GPA in any way.

A student may subsequently enroll in a course for credit after having audited it or may audit a course after having taken it for credit. A student may not subsequently earn credit for a course through a departmental examination after having audited the same course.

Students who elect the Audit option must submit an Audit Option form to the Office of the Registrar by the end of the first week of the semester's classes, and no changes can be made after that deadline. The following conditions and requirements apply to the Audit option:

- Students will not be charged an audit fee if their enrollment without the audited class is at least 12 hours and their enrollment with the audited class is not over 18 hours.
- Students whose enrollment without the audited class is under 12 hours will be charged an audit fee according to the currently posted Summary of Charges for that semester.

- Students whose enrollment with the audited class is over 18 hours will be charged an audit fee for the extra hours according to the currently posted Summary of Charges.
- Students may not audit a course that requires physical participation (e.g., applied music study, science laboratories, etc.).
- Students who audit a course are not required to take examinations or to submit assignments that are required of regularly enrolled students. They are, however, expected to attend classes regularly. If a student auditing a course is absent excessively, the instructor may request the withdrawal of the student from the class.
- A student may not change a course from audit to credit status after the first week of classes in a semester.
- The instructor must agree, by indicating approval on the Audit Option form, to allow a student to audit a course.

### **Grade Appeal Procedure**

Students who wish to appeal a grade in a course are encouraged first to contact the instructor of the course to attempt to resolve the problem informally.

The instructor, and only the instructor, has the prerogative and responsibility for assigning a grade in a course. The only basis on which an administrator has the right to intervene in the grading process is when there is clear and compelling evidence of unfairness. A student's dissatisfaction with a grade or with an instructor's teaching methods or grading standards does not in itself constitute evidence of unfairness.

To appeal a grade formally, the student makes the case in writing to the Provost of the College that the grade is unfair. The Provost forwards a copy of that statement to the instructor and asks for a response, also in writing. Once the Provost has had an opportunity to compare the student's statement with the instructor's response and to consider all the evidence carefully, a decision will be communicated in writing.

Students have a maximum of three weeks after the posting of a grade to begin a formal appeal of that grade. A faculty member who wishes to change a grade (besides an Incomplete grade) on his/her own initiative has a maximum of six weeks after the posting of a grade to ask for the grade to be changed.



## **Academic Good Standing**

A full-time student must meet each of the following standards for academic performance and progress to qualify as a student in good standing:

- The student's overall institutional grade point average must meet or exceed the following thresholds:
  - 1.75 at the end of the first or second semester at Jewell;
  - 1.90 at the end of the third semester at Jewell; and
  - 2.00 at the end of the fourth or later semesters at Jewell.
- The student must have earned at least 6 credit hours during the previous semester at Jewell.
- The student must have earned at least 20 credit hours at Jewell per academic year, which is understood to begin with the fall semester and to conclude after the summer term.
- The student must exhibit integrity and personal honesty in the classroom and in other campus affairs.

## **Academic Probation**

Full-time students who have not met the above standards for academic good standing are placed on academic probation. Students on academic probation are at risk for losing their eligibility for financial aid and for being dismissed from the College for academic deficiency and may be asked to take certain steps that are designed to assist in improving academic performance. A student who has been placed on academic probation will have this fact noted permanently on the academic record (transcript). A student will be removed from academic probation when he or she meets each of the minimum academic performance standards defined above. The Provost will notify in writing any students who are placed on academic probation.

A student who was placed on academic probation but whose record from the previous semester was changed retroactively (e.g., by an instructor's decision to raise a grade or by the completion of work that had been incomplete) should bring the matter to the attention of the College Registrar.

## **Academic Dismissal**

A student whose institutional GPA falls below the minimum GPA listed below may be dismissed for academic deficiency. Students must maintain the following minimum institutional grade point average in order to remain at the College:

- Overall institutional grade point average of 1.50 at the end of the first and second semesters at Jewell
- Overall institutional grade point average of 1.75 at the end of the third semester at Jewell
- Overall institutional grade point average of 2.00 at the end of the fourth semester at Jewell and thereafter

Dismissal for academic deficiency is noted on the student's permanent record (transcript). See the section of this catalog on Financial Aid Information for further statements of standards for maintaining eligibility for financial aid.

## **Appeal Procedure**

A student who is dismissed from the College for academic deficiency will receive notification of the dismissal in writing from the Provost. The student may appeal the dismissal to the Academic Standards Committee. Appeals must be submitted in writing to the Office of the Provost by the date specified in the letter sent to the student. The Provost will subsequently notify the student of the committee's decision in writing.

## **Academic Warning**

A student will receive an academic warning when the institutional grade point average (GPA) for a term is below 2.00 even though the overall institutional grade point average remains at or above the required minimum cited above for placement on academic probation. Academic warning is a notice of unsatisfactory academic progress during a given term. An academic warning is advisory in nature, and receipt of an academic warning does not place a student on probationary status or in poor academic standing, nor is it noted on the student's permanent record.

## **Leave of Absence**

In recognition of the effects that childbirth, adoption, serious illness and caring for incapacitated dependents (such as children, ill or injured partners, or aging parents) may have on the time and energy that students have to devote to their educational programs, the College allows students in such circumstances to apply for a leave of absence of up to two semesters during which time they do not intend to make progress toward the completion of their degree (by earning credit at William Jewell or at any other institution).

## **Length of Leaves**

Application for a leave of absence may be made on a one- or two-semester basis. A leave of absence for more than one academic year will be approved only in exceptional circumstances. An approved leave for one semester may be extended to two semesters, if so requested by the applicant prior to the expiration of the approved one-semester leave of absence and if approved by the Provost.

## **Application Procedures**

A leave of absence for childbearing, adoption, illness or dependent care normally must be requested and approved prior to the beginning of the academic term for which it is being requested. A letter of request should be

## Leave of Absence *continued*

addressed to the Provost and should provide a detailed explanation of the circumstances leading to the request and a justification of the time requested (one semester or one year). Prior to submission to the Provost, the request must be approved by the student's faculty advisor and the chair of the department of the student's primary major. The student should provide a supporting doctor's statement if it is requested by the faculty advisor, department chair or Provost.

### **Additional Regulations**

Students on approved leaves of absence are not registered at the College and, therefore, do not have the same rights and privileges as registered students. Incompletes from previous semesters are not automatically extended if a leave of absence is granted. A student returning from a leave of absence should contact the Office of Admission to arrange for the reactivation of the student's record. A student who does not return as scheduled from a leave of absence is considered to have withdrawn from the College at the last date of attendance at the College.

An official leave of absence will be noted on a student's transcript; the student, after returning to classes, may ask to have this notation removed. A student who returns after an approved leave of absence should normally expect not to be required to change to the requirements set forth in the catalog in effect at the time of rejoining the College (as would a student who has been absent without an approved leave).

### **Impact on Financial Aid**

Students with outstanding educational loans need to consider the effect of taking a leave of absence on their loan status. For some student loans, a grace period for repaying the loan begins once the student stops registering for courses. If the leave period is longer than the grace period, then the student may have to begin repaying the loan while on a leave of absence. Prior to taking a leave, students should arrange to meet with a Student Financial Aid officer and/or contact their lenders.

### **Student Accounts**

Students are advised to check with the Business Office prior to taking an approved leave of absence in order to determine the status of their student accounts. Students are advised that accounts that are overdue will be subject to regular procedures in accordance with established guidelines, notwithstanding any approved leave of absence.

### **Change of Name**

The College expects the student's official record to reflect the student's full legal name. If a student's legal name has changed, the student should complete a form indicating the new name to the Office of the Registrar and should provide a copy of a government-issued photo ID or passport that shows the new name.

### **Registration Policies and Procedures**

It is the student's responsibility to comply with regulations in this catalog and other posted registration policies and to enroll in courses appropriate for meeting degree requirements. All students must read and agree to abide by the Registration Policies and Procedures set forth by the Office of the Registrar each semester in order to register for courses. Course credits cannot be earned unless a student is officially registered, through the Office of the Registrar, for courses actually taken. Registration for semester and summer courses is completed by the student according to specific procedures set forth by the Office of the Registrar. These regulations, including specific dates and times of registration, are posted online in advance of periods set aside for registration.

### **Student Classification**

Students are classified on the basis of the number of cumulative (transfer plus institutional) completed credit hours shown on the Jewell transcript.

First-Year	0 to 25.5 completed hours
Sophomore	26 to 57.5 completed hours
Junior	58 to 89.5 completed hours
Senior	90 or more completed hours

Completed hours do not include hours in which the student is currently enrolled or for courses graded with I (Incomplete) or PR (Progress). Courses with grades of IP for students in Oxbridge majors are included in the calculation of completed hours for the sake of determining classification; however, the credits for Oxbridge tutorials with grades of IP are not shown on the transcript as having been completed.

### **Eligibility for Registration**

Students must meet the following criteria to be considered eligible for registration each semester:

- The student's account must show a balance of zero (0) by the final payment deadline (November 1 for fall semester; April 1 for spring semester). A financial hold is placed on accounts with any remaining balance, prohibiting students from registering until financial obligations are paid in full.

## Eligibility for Registration *continued*

- The student must have submitted an academic plan, which must have been reviewed by the advisor, before registration. All students have an advising restriction prohibiting registration until cleared by the advisor. A meeting with the academic advisor is recommended at least once per semester.
- The student's record must be free of any holds placed by administrative offices (Office of the Registrar, Office of Student Life, etc.) when obligations of the student were not met in a timely manner.
- Students may not register until the date and time specified by the Office of the Registrar for their classification. (See Student Classification above.)

### Cancellation of Courses

The College reserves the right to discontinue any section of any course in which the enrollment is not sufficient to justify its being offered. This decision rests with the Provost of the College but, generally, course sections with fewer than six registered students will not be maintained. Students enrolled in a course that is canceled will be dropped from that course and notified as soon as possible, so they may choose another course if they wish.

### Definition of the Credit Hour

The College expects, in order for a student to earn the credit associated with a particular course, that the student will spend a certain amount of productive time in activities associated with the course. Such activities often include face-to-face instructional time but are likely also to include studying and completing assignments of the course (e.g., reading, research, writing, laboratory work, individual projects, group projects, etc.). Regardless of the method of delivery or of the types of learning activities or experiences involved, the amount of time involved should average, for a semester-long course, the equivalent of at least three hours per week per credit hour. A course offered over a shorter term requires proportionally more hours per week. For a course that involves a traditional classroom setting, approximately one third of the total time is usually spent in face-to-face instruction.

### Method of Delivery

One of the following methods of delivery will be specified for each class:

**Face-to-Face (FTF):** Course meets physically face-to-face for 76%-100% of the course contact hours prescribed for the course type and units. The course shall have a presence on Moodle, including the syllabus and some course materials and activities. Grades may be posted on Moodle.

**Hybrid Asynchronous (HA):** Course uses both physical face-to-face and asynchronous instructional modes and meets physically face-to-face for 25%-75% of the course contact hours prescribed by the course type and units. The course shall have a presence on Moodle, including the syllabus and many course materials and activities. Grades may be posted on Moodle.

**Hybrid Synchronous (HS):** Course uses both physical face-to-face and synchronous instructional modes and meets physically face-to-face for 25%-75% of the course contact hours prescribed by the course type and units. The course shall have a presence on Moodle, including the syllabus and many course materials and activities. Grades may be posted on Moodle.

**Online Asynchronous (OA):** 100% of the course instruction is delivered in asynchronous instruction mode. When feasible, instructors may schedule physical face-to-face meetings for orientation and student evaluation. The course shall have a presence on Moodle, including the syllabus and all course materials and activities. Grades shall be posted on Moodle.

**Online Synchronous (OS):** 100% of the course instruction is delivered online and includes synchronous instruction mode. When feasible, instructors may schedule physical face-to-face meetings for orientation and student evaluation. The course shall have a presence on Moodle, including the syllabus and many course materials and activities. Grades shall be posted on Moodle.

Moodle ([moodle.jewell.edu](http://moodle.jewell.edu)) is the course management system to which all students have access.

## Registration Changes

### Adding Courses

- Students may add courses to their registration through the end of the first week of classes in a semester. The period for adding courses during a shorter term (e.g., in the summer term) will be adjusted according to the length of the course. The permission of the Provost of the College is needed for students to add courses after the deadline.
- A drop/add form, available online, must gain the approval of the academic advisor and the instructor in order for a student to add a course. Prior to the beginning of a term, students may add courses through the normal registration process as long as an overload is not involved, consent of the instructor is not required and the class is not closed.

## Adding Courses *continued*

- The permission of the Provost of the College is required for a student to enroll in more than 18 hours in fall or spring or in more than 9 hours in the summer. Consult the section of this catalog entitled Summary of Charges for overload charges. The permission of the Provost of the College is also required if an unbalanced selection of half-term courses results effectively in an overload.
- A student whose circumstances require registration for two classes that overlap to any degree must submit a Resolution of Scheduling Conflict form. The document requires an explanation of the situation and of the manner in which the conflict will be resolved, as well as the approval of all instructors involved. The Provost must give final approval in this situation.
- The placement of a student's name on a wait list to enroll in a closed section, whether a formal part of the registration process or an informal arrangement between student and instructor, does not constitute a promise that the class will be opened to additional registrations. A student at the top of a wait list who is given permission to join a class must still go through the formal process of adding the class through the Office of the Registrar. (This permission to join a class may expire after a limited period of time.)
- appropriate grade (but not a W) at the end of the course.
- Undergraduate students dropping below 12 hours in a semester (the minimum for full-time undergraduate status) must have the approval of a Financial Aid officer before the drop form can be processed by the Office of the Registrar. A student-athlete dropping below 12 hours must also have the approval of the Athletic Compliance Officer before the drop form can be processed.
- The drop form does not reach the Office of the Registrar until it has received all necessary approvals; however, the date on which a course will be recorded as having been dropped will be the date on which the student initiates the processing of the drop form. The recorded date for dropping a class is not necessarily the same as the student's last date of attendance in the class.
- Students who wish to drop ALL courses for the semester, once classes have begun, must go through the official withdrawal process as indicated below.

## Dropping Courses

- If a full-semester course is dropped during the first four weeks of a semester, no record will appear on the student's transcript. After the fourth week, a grade of W will appear on the transcript and hours from the dropped course will be included in the total of attempted hours for the semester. (Grades of W will not affect the GPA.) Consult the Calendar of Important Dates posted by the Office of the Registrar for specific deadlines for both full-semester and seven-week courses. A Calendar of Important Dates is also available for use during the summer term, as deadlines are adjusted based on the length of courses.
- Students may drop a course anytime through the last scheduled day of class meetings prior to the final examination period, unless an earlier deadline is specified by the instructor in the course syllabus. Students should be aware, however, that dropping a course may have financial aid implications, depending on the number of enrolled credit hours that remain.
- A drop/add form, available online, must gain the approval of the academic advisor and of the course's instructor, before a student can drop a course. When a student stops attending a class but does not submit a properly completed form to the Office of the Registrar in a timely manner, the instructor must submit an

## Withdrawal from the College

Dropping all unfinished courses before the end of a semester constitutes official withdrawal from the College. Students wishing to withdraw from the College for any reason must submit the appropriate online withdrawal form and follow the procedures outlined on this form. A student who completes the official withdrawal process will receive a (neutral) grade of WD in all courses that are not already complete at the time of withdrawal. Leaving the college without completing the official withdrawal process may result in a grade of F for courses that have not already been completed. The deadline for withdrawal from the College is the last day of regularly scheduled classes in a semester. Hours for courses in which a grade of WD is recorded will be included on the transcript in the total of attempted hours for the semester, but a grade of WD does not affect the institutional GPA.

A student who receives federal financial aid and who fails to complete courses will be subject to federal refund regulations; see Failure to Complete Courses (under Refund Policies) and take note of short- and long-term implications.

## 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 considerably from institution to institution. This factor makes it particularly important that students who plan to transfer make contact

## Transfer to Another Institution of Higher Education *continued*

very early in their academic career with the campus from which they wish eventually to be graduated. By arranging in advance for appropriate courses to be taken prior to transfer, a student can minimize problems. A student considering a transfer to another school is advised that all decisions about the acceptance of credit are made by the receiving institution, that work reflected on a William Jewell transcript may or may not be accepted by another institution as bearing the same (or any) credit, and that credits earned at William Jewell may or may not be applicable to the academic credential the student wishes to pursue at another institution.

### Taking Courses at Other Institutions

Undergraduate students who have matriculated at Jewell and who desire to take courses at another institution should discuss their plans in advance with their academic advisor. An Approval for Non-Jewell Coursework form, obtained online and completed in advance with proper approvals, is necessary to assure acceptance of transfer credit by William Jewell College.

A student who, during the course of study at William Jewell, enrolls at another post-secondary institution, must arrange for an official copy of a final transcript to be sent by the other institution to the Office of the Registrar at William Jewell as soon as work at the other institution has ended. Failure to do so may result in the suspension of the student's privilege to register in coursework at Jewell.

Completed transferable courses from other institutions will be recorded on the Jewell transcript, but no credit toward graduation will be awarded when the grade in the transferred course is below C-. A course for which only a "passing" grade is recorded by another institution is not normally considered for transfer, unless the corresponding class at William Jewell is also graded on a pass/fail basis. Credit for transfer work does not affect the institutional (Jewell) GPA.

General policies governing the acceptance of courses in transfer from other institutions are provided earlier in the catalog in the section on "Guidelines for Transfer of Credits."

Certain study-abroad programs have been reviewed and approved by William Jewell faculty and staff for academic rigor. (Refer to the "Study Abroad" section below.) Credit earned through these approved programs in fall and/or spring semesters is recorded on the transcript as

institutional credit, rather than as transfer work, and the students in these approved programs are considered still to be enrolled at Jewell. Grades for courses in approved study-abroad programs contribute to the institutional GPA.

The College's Center for Global Studies has an established process through which students who will participate in these study-abroad programs must gain approval *in advance* of the courses in which they intend to enroll. Furthermore, students in overseas programs must inform the director of the Center for Global Studies immediately of any changes in plans for courses to be taken while away from Jewell. Students who do not follow these procedures to obtain approval in advance for all courses risk not having all credit earned overseas accepted by Jewell and counted toward graduation. In addition, the failure to be enrolled in at least 12 hours of *approved* coursework may have serious financial consequences.

### Kansas City Area Student Exchange

As a member of the Kansas City Area Student Exchange (KCASE), William Jewell offers full-time undergraduate students the opportunity to take one course per semester tuition-free in the fall or spring at another participating institution, including The Kansas City Art Institute and Rockhurst University. Students must simultaneously be enrolled in a minimum of 12 hours of William Jewell courses to be eligible for a KCASE course. Students may incur charges by the other institution, such as technology, parking, lab or course fees. Restrictions on visiting students may vary among the participating institutions.

This program provides students the opportunity to take courses of interest not offered at William Jewell. Further information and KCASE forms are available from the Office of the Registrar. Students must get approvals on the KCASE forms from William Jewell and from the other institution in order to gain the waiver of tuition. Prior approval for transferring credit back to Jewell must also be obtained using an Approval for Non-Jewell Coursework form, which is also available online from the Office of the Registrar. If the student is within 30 hours of completing a degree, approval of the Provost is necessary.



## Journey Grant Program

Full-time undergraduate students, except for students enrolled in the Nursing-AT program, are eligible to apply for a Journey Grant to fund a life-enhancing hands-on experience. Journey Grants, awarded competitively, will normally be \$2,000, with the occasional opportunity for additional funds, also awarded on a competitive basis, to support grant proposals. Journey Grants are intended to be an opportunity to make a student's college experience unique. More information about Journey Grants, including rules concerning eligibility and deadlines for applications, can be found on Moodle at [moodle.jewell.edu/course/view.php?id=66](http://moodle.jewell.edu/course/view.php?id=66).

## Study Abroad

Undergraduate students desiring to study abroad for a semester or full academic year must first obtain Jewell's approval to study off-campus and then apply for acceptance by the study-abroad program provider. To obtain Jewell's approval, applicants must meet the following criteria:

- Completion of a minimum of 42 credits before departure.
- Completion of Level I of the Core Curriculum Program before departure.
- Completion of at least two semesters of satisfactory full-time coursework on Jewell's campus before departure.
- Minimal overall institutional GPA of 3.0.
- May not be on academic or disciplinary probation.
- Must have no outstanding financial obligations to the College.

In addition to these criteria, the proposed study-abroad program should represent a well-defined continuation of the William Jewell liberal arts education and the individual student's academic program. The student's record (e.g., GPA, relevant coursework) should demonstrate clear evidence of college-level preparation and academic achievement appropriate to the proposed study-abroad program and the specific course of study on that program.

Please note that each study-abroad program has its own entrance requirements and criteria, which may exceed the above minimum criteria and which must be met for acceptance to that program. For a current list of approved study-abroad programs with descriptions of each program and its entrance requirements, please contact the Center for Global Studies and Journey Grants.

Students opting to study abroad during the summer or winter break are not restricted to the list of college-approved programs, though many of these programs do offer summer or winter options, nor are they required to

obtain Jewell permission to study abroad. The Approval for Non-Jewell Coursework form on Etrieve should be used to ask, in advance, for approval of transfer credit to be earned in a short-term study-abroad program.

Students who are studying with a third-party, study-abroad provider (such as IES, CIEE, AIFS, etc.) may be asked to request a transcript through the provider's school of record if coursework is not also offered as part of a Jewell-approved semester program. If the transcript is from a foreign institution and provided in a language other than English, the Registrar may require for it be translated and evaluated by a professional transcript evaluation service. Students should confirm requirements for transfer credit with the Center for Global Studies and Journey Grants before enrollment.

Information about financial assistance for study-abroad programs is included in the section of the catalog about Financial Aid.

## Graduation Requirements

William Jewell College offers two undergraduate degrees:

- Bachelor of Arts (BA)
- Bachelor of Science (BS)

Students will be graduated who have

- satisfactorily completed all requirements for the Core Curriculum and an academic major,
- completed a minimum of 124 semester hours of college work, as specified in the catalog as credit that can count toward graduation, and
- earned a minimum overall grade point average of 2.00 for all work attempted at the College. (Transfer work is not included in what is herein referred to as the "institutional GPA.")

Students who have declared their intent to earn a second major, besides ACT-In, and who are progressing satisfactorily toward the completion of both first and second majors will not be considered to have finished a degree until both first and second majors have been completed. Minors are never considered to be requirements for graduation. Failure to complete all requirements of the Honors Institute in Critical Thinking or of an undergraduate certificate will not prevent a student from being graduated.

The determination of the actual date of graduation is based upon completed coursework and upon the official records of the student's declared major(s); graduation cannot be delayed by deliberate failure to submit an application for graduation.

## Graduation Requirements *continued*

Students who complete 124 hours or more with an overall institutional grade point average below 2.00 may, with the permission of the Provost of the College, attempt one additional semester of work to raise the overall institutional GPA to at least 2.00 in order to meet the requirements for graduation.

### Bachelor of Arts

- The maximum credit toward the 124 hours required for the Bachelor of Arts degree that a student may apply in one subject-matter field is 40 hours.
- A student must have a minimum of 84 hours outside the one subject-matter field that can be counted toward graduation. For example, a student seeking a BA degree must have a minimum of 84 hours from courses not carrying the BIO prefix that can be counted toward graduation.
- A Bachelor of Arts degree is awarded when the student's primary major is one of the following:
  - Biochemistry
  - Biology
  - Chemistry
  - Communication
  - Data Science
  - Digital Media Communication
  - Economics
  - English
  - History
  - International Relations
  - Mathematics
  - Music \*
  - Musical Theatre
  - Nonprofit Leadership
  - Oxbridge – History
  - Oxbridge – History of Ideas
  - Oxbridge – Institutions and Policy
  - Oxbridge – Literature and Theory
  - Oxbridge – Music
  - Oxbridge – Science: Molecular Biology
  - Philosophy
  - Physics
  - Political Science
  - Psychological Science
  - Spanish
  - Theatre

\* Most students in music complete the version of the Music major that leads to a Bachelor of Science degree.

### Bachelor of Science

- The maximum amount of credit toward the 124 hours required for 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 that can be counted toward graduation. For example, a student seeking a BS degree must have a minimum of 64 hours that can be counted toward graduation from courses not carrying the MUS prefix.
- A Bachelor of Science degree is awarded when the student's primary major is one of the following:
  - Accounting
  - Business Administration
  - Civil Engineering
  - Elementary Education
  - Music
  - Music Education
  - Nursing
  - Public Relations
  - Secondary Education

### Other stipulations

- A minimum of 45 semester hours, aside from any courses that are graded pass/fail, must be completed in residence at William Jewell, including at least 16 hours (with a grade of C– or better in each course) in any major and at least 9 hours (with a grade of C– or better in each course) in any minor, by any student who intends to earn a degree from the College.
- The last 30 hours toward graduation must be done in residence (through William Jewell coursework), with the following exception: Any student who has completed all requirements for graduation except eight or fewer semester hours may seek permission from the Provost of the College to complete these hours in absentia. This must normally be done through an accredited four-year college or university. A properly completed Approval for Non-Jewell Coursework form must be submitted on which the student indicates that she/he is within 30 hours of graduation and explains why it is necessary for coursework to be taken away from Jewell. The form will be routed to the Provost for approval before it can be processed by the Office of the Registrar.
- No more than four hours of physical education wellness/fitness/activity courses may be applied toward the 124 hours required for graduation.
- Non-music majors may use a maximum of 8 hours of credit in ensembles toward graduation.

## Other Stipulations *continued*

- The conferral of a degree will be delayed if the documentation verifying the completion of all requirements for graduation is not received in the Office of the Registrar before the *beginning* of the term/semester following the intended date of graduation.
- Students will normally complete the requirements for graduation in the catalog in effect on the date of their first coursework at Jewell.
- If a subsequent decision is made to follow a later catalog through a bona-fide change in major or minor or for other causes, this decision must be approved by the Registrar and **all requirements** from the later catalog must be met.
- A student who returns after an absence should expect to be required to change to the requirements set forth in the catalog in effect at the time of rejoining the College.
- The maximum amount of time allowed for completion of degree requirements following a particular catalog is seven years.
- A given catalog cannot be considered to constitute a contract with the student, since the course offerings, requirements and policies of the College are under continual examination and revision. Every effort is made, however, to achieve fair and reasonable adjustments for students affected by curricular change.

### Declaration of Majors and Minors

Undergraduate students are expected to declare their elected major(s) and minor(s) through an online form provided by the Office of Academic Advising, if they were not selected by the student when entering the College through the Admission Office. Changes to the declared academic program must also be made through the same form. Students are expected to keep current the information about their academic program; they should notify promptly the Office of Academic Advising of any discrepancies or changes.

Student athletes may wish to consult the Athletic Compliance Officer concerning the effect of changes in their academic program on athletic eligibility.

### Applying for Graduation

Undergraduate students should submit an Application for Graduation to the Office of the Registrar by the time they reach 75 cumulative hours, typically during the junior year. Student Planning software, which includes an indication of the student's progress toward completion of a declared academic program, is available to students and advisors. A student, with the help of an advisor, is expected to use

the Student Planning software for assistance in creating a plan for completion of all requirements. Questions about requirements, as they apply to individual students, may be directed to the Office of the Registrar.

Acceptance of an Application for Graduation from the student does not constitute a guarantee by the College that the student will graduate at a particular time; it merely indicates the student's intent to graduate by a certain date. Students who change their planned graduation date must promptly re-apply for graduation on the newly anticipated date by submitting a new Application for Graduation to the Office of the Registrar.

The determination of the actual date of graduation is based upon completed coursework and upon the official records of the student's declared major(s); graduation cannot be delayed by deliberate failure to submit an application for graduation.

### Commencement

Undergraduate students who are permitted to participate in Commencement exercises in May include:

- those who finished the requirements for graduation the preceding December,
- those who are on track with their spring enrollment for finishing the requirements for graduation in May and who have applied for graduation in May, and
- those who will be within 8 hours of finishing the requirements for graduation at the end of the spring semester and who have applied for graduation in July

Eligible students who will be unable to participate in Commencement exercises must notify the Office of the Registrar no later than April 1. Students are eligible to participate in Commencement exercises only once, unless an additional degree is earned at a later time.

Actual diplomas are not awarded at the Commencement exercises, since degree checks and graduation processes must be completed after the ceremony. Diplomas, which are written in Latin (with a translation provided in English), are mailed approximately three weeks after graduation is verified.

### Additional Degrees

Students can earn two different bachelor's degrees (both a BA and a BS) with the completion of at least 30 additional hours beyond the minimum credit that is required for the degree associated with the primary major, the Core Curriculum requirements for both degrees and a second major that is a part of the second degree program.

## **Additional Degrees** *continued*

Otherwise, a student completing multiple majors will receive only the degree that is associated with the primary major.

Students who enter William Jewell with the intent of earning a bachelor's degree and who already hold a bachelor's degree from a different regionally accredited institution are exempt from all Core Curriculum requirements, if at least 90 semester hours of their previous work is applicable toward a bachelor's degree at William Jewell. (For an explanation of what transfer work can count toward a degree at Jewell, refer to the earlier section on "Requirements for Transfer Admission".)

A graduate from William Jewell with a Bachelor of Arts degree who subsequently enters the Accelerated-Track nursing program is also exempt from Core Curriculum requirements in the pursuit of the BS degree with a major in nursing.

### **Honors**

All honors awarded for grade point averages are based only on coursework completed through William Jewell College (institutional GPA). Grades for transfer credit are not included when calculating grade point averages for honors.

### **Dean's List**

The Dean's List for each semester will include the names of undergraduate students who have accomplished all of the following by the end of the semester:

- completed a program of 14 or more graded semester hours in residence (excluding any Pass/Fail or audited courses)
- earned no grade lower than B- in any subject,
- received no grade of Incomplete; and
- achieved a minimum institutional grade point average of 3.70 for the given semester.

### **Citations for High Grade Point Averages**

A student who completes coursework for the bachelor's degree with an institutional grade point average of 3.900 or higher on a minimum of 60 credit hours at Jewell is graduated *summa cum laude*. This honor is cited on the diploma and noted on the permanent record (transcript).

A student who completes coursework for the bachelor's degree with an institutional grade point average of at least 3.800, but less than 3.900, on a minimum of 60 credit hours at Jewell is graduated *magna cum laude*. This honor is cited on the diploma and noted on the permanent record (transcript).

### **Phi Epsilon Honor Society**

Undergraduate students whose institutional GPAs place them in the top 10% of the members of the graduating class with a minimum of 60 credit hours at Jewell are automatically inducted into the Phi Epsilon Honor Society and will receive recognition upon graduation. Membership in Phi Epsilon Honor Society for the academic year is determined after the end of the fall semester for December graduates as well as for prospective May and July candidates for graduation and is based on institutional grade point averages at the end of the fall semester.

### **Graduation with Honors or Distinction**

Students who want added challenges of academic excellence may seek graduation with honors in a major field or graduation with distinction in an area other than their major fields. A student who intends to complete the program of the Honors Institute in Critical Thinking may find it difficult also to undertake a disciplinary honors project.

To graduate with honors or distinction, students must have a minimum institutional grade point average of 3.5 both at the time of both project proposal submission and at the time of graduation and must have completed a research project over a period of two or more semesters that exceeds the departmental graduation requirements. Graduation with honors may be sought in any field in which students will have satisfied the department's requirements for a major. Graduation with distinction may be sought in any field in which students are interested, provided that students work with a project advisor in that field.

If students are majoring in more than one field, they may graduate with honors in each of those fields only if a separate honors project is completed for each major field.

Students planning to pursue an honors project should declare that intent in writing to the chair of the Honors Project Committee no later than the end of February of the second semester of the junior year.

Additional information may be obtained by contacting the Office of the Provost of the College or the chair of the Honors Project Committee.

## Course Prefixes

ACC	Accounting	ENT	Entrepreneurship	OXH	Oxbridge History
ARA	Arabic	FRE	French	OXI	Oxbridge Institutions and Policy
BIO	Biology	GEO	Geography	OXM	Oxbridge Music
BMS	Biomedical Sciences	HCT	Honors Institute in Critical Thinking	OXQ	Oxbridge History of Ideas
BUS	Business Administration	HIS	History	OXS	Oxbridge Science (Molecular Biology)
CHE	Chemistry	IDS	Interdisciplinary Studies	PHI	Philosophy
COL	College-Wide Courses	IND	Independent Study	PHY	Physics
COM	Communication	IHC	Integrated Health Care	POL	Political Science
CTI	Critical Thought and Inquiry	LAT	Latin	PSY	Psychology
CVE	Civil Engineering	LSP	Leadership Studies	SCI	Science
DMC	Digital Media Communication	MAT	Mathematics	SPA	Spanish
DNC	Dance	MUS	Music	SVL	Service Learning
DTS	Data Science	NUR	Nursing	THE	Theatre
ECO	Economics	OXA	Oxbridge	WST	Women's Studies
EDU	Education	OXE	Oxbridge Literature and Theory		
EGR	Engineering				
ENG	English				

An instructor, with the approval of the department chair and the Provost of the College, may offer any course listed herein for fewer than the number of credit hours indicated.

Courses are graded on an A/B/C/D/F scale unless specific mention in a course description indicates that Pass/Fail grading is utilized for all students in the course.

Course numbers are three digits long. In most cases, the numbers can be interpreted as follows:

100-199	Introductory
200-299	Intermediate
300-399	Advanced
400-499	Most advanced

# Financial Cost Information

The cost of an education at Jewell is of concern to students, their families and to the College. We provide a variety of options to assist students and their families in meeting their financial obligations to the College.

## Summary of Charges

The following charges are typical for the 2021-22 school year for most full-time on-campus undergraduate Jewell students, but costs may vary depending on the room and/or meal plan selected by the student and other variables. In addition to the charges shown below, students should plan for personal expenses to cover miscellaneous fees (specific courses and labs, etc.), books, supplies, clothing, laundry, entertainment, etc.

	2021 - 22	
	Year	Semester
<b>Tuition, Room and Board</b> (undergraduate)		
Tuition (12-18 hours)	\$18,360	\$9,180
Room – typical double occupancy*	5,140	2,570
Board – typical meal plan**	4,720	2,360
<b>Total</b>	<b>28,220</b>	<b>14,110</b>

### \*Double occupancy housing

Browning, Eaton, Mathes Halls	\$5,140	\$2,570
Jones, Semple Halls	4,670	2,335
Senior House, Melrose Hall	5,650	2,825
Fraternity or Sorority Housing	6,150	3,075

### Single occupancy

Browning, Eaton, Mathes Halls	\$8,224	\$4,112
Jones, Semple Halls	7,472	3,736
Senior House, Melrose Hall	9,040	4,520
Fraternity or Sorority Housing	9,350	4,675

### \*\*Board plan

Unlimited Meal Plan (including \$100 Cardinal dollars per semester)	\$4,600	\$2,300
15-Meal-per-week Plan (including \$200 Cardinal dollars per semester)	4,560	2,280
200-Block-Meal Plan (including \$350 Cardinal dollars per semester)	4,720	2,360
10-Meal-per-week Plan (including \$425 Cardinal dollars per semester)	4,760	2,380
Commuter Meal Plan (including \$125 Cardinal dollars per semester)	1,570	785

Overload Tuition - above 18 credit hours per semester – per credit hour		765
Part-time Tuition - less than 12 hours per semester – per credit hour		765
Technology Fee	600	300
Health and Wellness Services Fee	200	100
Student Activity Fee	150	75

## Summary of Charges *continued*

	2021 - 22	
	Year	Semester
<b>Special Tuition Charges</b>		
M.S.Ed. cohort – per credit hour		400
M.A.T. cohort – per credit hour		500
Artist Diploma in Music – program fee	18,500	9,250
Deposit (non-refundable)		300
Audit – per credit hour		490
Concurrent enrollment (one class/semester) – per credit hour		225
Senior Citizen (age 60+) Discount – when space is available		50%
Study-abroad program fee	250	250
Administrative fee for full-time tuition remission/exchange	1,000	500
<b>Class Fees</b>		
Student Teaching (EDU 410 - 426) per semester		\$130
Music 111 (fee for class lessons)		175
Music 112 – 117 (course fee for each)		250
Music 112, 113, 116 (accompanist fee)		80
Music 117 (accompanist fee)		125
Music 214, 414 (course fee for each)		500
Music 214V, 414V (accompanist fee – voice)		250
Music 214, 414 (accompanist fee – all except D, H, J, M, O, P, & V)		150
Music 399 (accompanist fee – all except D, H, J, M, O & P)		80
Music 499 (accompanist fee – all except D, H, J, M, O & P)		120
<b>Accelerated-Track Nursing Program</b>		
	Program	Term
January 2021 cohort (4 terms)	\$39,430	\$9,858
May 2021 cohort (3 terms)	39,430	13,143
January 2022 cohort (4 terms)	38,740	9,685
May 2022 cohort (3 terms)	38,740	12,913
Deposit (non-refundable)	100	
<b>Summer School</b>		
2021 Tuition – per credit hour		\$520
2022 Tuition – per credit hour		\$385
Summer 2022 Housing Rates Double Occupancy (per month)		320
Summer 2022 Housing Rates Single Occupancy (per month)		467
<b>Miscellaneous Fees</b>		
Departmental exam for credit – per exam		\$50
Installment plan origination fee – per semester		50
Late payment fee – per semester		50
Parking permit – annual fee		150
Pet-friendly housing accommodations – annual fee		300
Returned check		35
Credit/debit card service fee		2.5%
<b>Deposits</b>		
Enrollment Deposit		\$300
Room Fee for residents (included in the enrollment deposit)		100



## Financial Cost Information *continued*

### Payment Policies

All charges for undergraduates' tuition, fees, room and board are due and payable the first day of class each semester. Billing statements will be generated by the 10th of each month for any outstanding balance due for the fall, spring and summer semester(s).

Students with a current and on-time account for tuition and fees will be eligible to register for courses in subsequent semesters. To be considered current and on-time, a student must have:

- a student account balance of zero dollars (\$0), or
- an installment plan with all scheduled payments to-date submitted, and/or
- a Student Financial Services Agreement that details any commitment required by the student.

Students with an outstanding balance owed, after financial aid proceeds, may opt into the College's Student Financial Services Agreement to establish a structured installment plan. Students who fail to meet the requirements of a Student Financial Services Agreement may be administratively withdrawn from any registered courses for a subsequent semester, as detailed in the agreement. Late fees may incur monthly for delinquent accounts.

The College will refuse to release official transcripts on behalf of students who have unpaid tuition or fees or other educational debt or who have failed to repay an educational grant overpayment, except in response to orders of a court. (However, FERPA provides that a student who is unable to inspect his/her educational records in person may request one unofficial copy of an academic transcript.)

William Jewell College will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries or other institutional facilities, or the requirement that a Chapter 31 or Chapter 33 VA education benefits recipient borrow additional funds to cover the individual's inability to meet his or her financial obligations to the institution, due to the delayed disbursement of a payment by the U.S. Department of Veterans Affairs.

### Installment Plans

William Jewell College offers an installment plan, as defined in the Student Financial Services Agreement, typically as outlined below. Accounts are considered past due 30 days after a missed payment, at which time a late fee may be assessed. Final payment for any installment plan must be received by June 1 of the academic year in which the billing invoice occurred.

Payments, less anticipated disbursements of financial aid, are typically due as follows:

Fall Semester:	Spring Semester:
August 1	January 5
September 1	February 1
October 1	March 1
November 1	April 1
December 1 (optional)	May 1 (optional)

Additional months or requirements may be added based on the student financial services agreement; however, all tuition and fee balances must be resolved by June 1.

### Matriculation

Matriculation is the onboarding period during which students settle student accounts and other financial responsibilities. Matriculation begins April 1 prior to the Fall semester and November 1 prior to the Spring semester and ends with the completion of the first week of classes. A fully matriculated student is one who:

- is enrolled;
- has accepted the Statement of Student Responsibility;
- has reviewed and acted on any financial aid offer; and
- has paid the account balance in full or, if the balance is not paid in full, has completed a Student Financial Services Agreement for any anticipated balance and has made the initial payment.

Any student satisfying these criteria above may charge books and supplies to their student account.

### Refund Policies

Refund policies vary, depending on the term and program involved. Details are provided below. Any student who withdraws due to extenuating circumstances may submit a letter of appeal to the Accounting Manager.

### *Traditional Undergraduate Program (Fall and Spring Semesters)*

If a student withdraws from the College after classes begin, applicable credits for tuition, room, meals and fees will be computed according to the following schedule. Credits for classes and for room and meals are based upon the date the student initiates the online withdrawal form. The following percentages apply to full semester courses:

- **Withdrawal:**
  - Beginning with the first day and continuing for the first week after classes begin, the credit for tuition, fees, room and meal plans is 90%.
  - After the first week but before the end of the second week is a 75% credit.

## Financial Cost Information *continued*

- After the second week but before the end of the third week is a 50% credit.
- After the third week but before the end of the fourth week is a 25% credit.
- No credit is given once the fifth week of classes begins.

NOTE: The refund schedule for seven-week classes is shortened; please contact the Business Office prior to the start of a seven-week class for refund options.

- **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.
- **Room Fees:** After June 30, a room fee for returning students may be refunded only if the applicant is physically unable to enroll or the College cannot provide residence hall space. Students will forfeit the room fee if they do not notify the Office of Student Life of their intention not to return by June 30 or December 1 for the fall and spring semesters, respectively.

### Summer School

Undergraduate students withdrawing from summer courses (excluding those in the AT Nursing Program) will be credited tuition and fees according to the following schedules:

- **Four-week courses:**
  - Prior to the first day of class: 100% credit
  - On the 1st or 2nd day: 90% credit
  - On the 3rd or 4th day: 75% credit
  - On the 5th or 6th day: 50% credit
  - On the 7th or 8th day: 25% credit
  - No credit after the 8th day.
- **Eight-week courses:**
  - Prior to the first day of class: 100% credit.
  - On the 1st to 3rd day: 90% credit.
  - On the 4th to 6th day: 75% credit.
  - On the 7th to 9th day: 50% credit.
  - On the 10th to 12th day: 25% credit.
  - No credit after the 12th day.

### Accelerated Track Nursing Program

The AT Nursing Program at Jewell is cohort based, offering either a 12-month (May cohort) or 16-month (January cohort) curricular path. Once the College commits to the number of students in any cohort, the costs associated with that program are fixed. Therefore, refunds are limited except as provided below.

The January cohort is billed in four terms: spring 1, summer, fall and spring 2. The May cohort is billed in three terms: summer, fall and spring.

Students who withdraw:

- without having attended the first term will forfeit their enrollment deposit.
- on or before the first day of class for any term will not be charged tuition or fees for that term or subsequent terms.
- during the first week of class of the first term will receive a 90% refund of tuition charges for that term. Any fees assessed are not refundable, but the student will not be billed for the subsequent terms.
- after the first day of class during the second, third or fourth term will be responsible for paying 100% of the tuition and fees billed for that term. They will not be billed for subsequent terms.

In the event that an Accelerated Track Nursing student is unable to persist with his/her original cohort and is permitted by the department to finish the major in nursing by taking courses in the College's traditional nursing program, the student will be billed at the AT rate per credit hour. Contact the College's Business Office for additional information.

# Financial Aid Information

## Student Financial Planning

There are a number of resources available to students to help pay for college. 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 Application for Admission and the Free Application for Federal Student Aid (FAFSA). It is recommended that all applicants file the FAFSA (Jewell School Code: 002524) by February 1 each year.

Limited college aid may be available to students beyond eight semesters. Students who have previously earned a bachelor's degree and who return for a second degree will not qualify for undergraduate merit scholarship or need-based grant assistance. Transfer students will be evaluated individually by the financial aid staff to determine the number of semesters that aid will be available. Various state and federal aid programs operate with established eligibility limits that are available at their respective websites, [dhewd.mo.gov](http://dhewd.mo.gov) and [studentaid.gov](http://studentaid.gov).

## Forms of Financial Assistance

Scholarship and grant assistance, which does not have to be repaid, may be offered based on financial need, academic merit, academic program, special interest, talent or a combination of these factors and may be provided by the College, the federal government (Department of Education and Department of Veteran Affairs), state governments and private donors. Institutional scholarships and grants are normally offered for fall and spring semesters only, require a student to be enrolled full-time each semester and maintain satisfactory academic progress (SAP).

Loan assistance, which must be repaid, also is available in the form of Direct Federal Subsidized and Unsubsidized Student Loans, Federal Nursing Student Loans, Federal Direct Parent Loans (PLUS), private student loans and the William Jewell College semester installment plan.

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

Current student financial aid and scholarship programs and procedures are available on the William Jewell College Policy Library ([jewell.edu/policy-library](http://jewell.edu/policy-library)) and should be consulted for additional details. Student consumer information is found in the official student handbook, in the financial aid offer letter and on the William Jewell College website.

## Employer Tuition Assistance

Students who receive tuition assistance from an employer may have the costs of educational expenses paid by their employer through direct billing or through reimbursement. Students should check with their employers to determine which plan is appropriate for them.

*Direct Billing:* A student whose employer offers direct payment to the College must ensure that the College receives a letter from the employer that authorizes and describes the conditions of such an arrangement. The letter must be on file in the Business Office.

*Reimbursement:* A student attending under employer reimbursement is required to follow the standard payment policy and then receive reimbursement following guidelines established by his/her employer. Under either form of tuition assistance, students are responsible for any portion of the educational fees not paid by their employers. Students whose employers have contingencies on payments (such as attaining a certain grade) are required to pay as if they did not have employer tuition assistance and will be reimbursed after the employer makes payment.

## Academic Progress and Financial Aid

Standards of satisfactory academic progress (SAP) must be maintained to remain eligible for financial assistance. William Jewell evaluates progress annually to correspond with the end of a payment period. For most students this evaluation coincides with the conclusion of the spring semester. There are two requirements for SAP: hour completion requirement and grade point average requirement.

### Hour Completion Requirement for Financial Aid Eligibility

Students are encouraged to plan their course loads in order to complete approximately one-fourth of the graduation requirements each academic year. A student enrolled as full-time (12 credit hours or more per term) must complete a minimum of 24 credit hours or 67% of attempted

## Hour Completion Requirement for Financial Aid Eligibility *continued*

coursework per year; three-quarter time students (9-11 credit hours) must complete a minimum of 18 credit hours or 67% of attempted coursework per year; half-time students (6-8 credit hours) must complete a minimum of 12 credit hours or 67% of attempted coursework per year.

Federal regulations require that the maximum timeframe to complete an educational objective (pace of progression) 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 for financial aid eligibility. The pace of progression is measured at each evaluation to ensure that the student completes degree requirements within the maximum timeframe. The pace is calculated by dividing cumulative hours successfully completed by cumulative hours attempted.

The following table indicates the minimum number of credit hours required at the end of each academic year for financial aid eligibility for full-time students (excluding transfer credits at time of entry to the College unless the student is classified as a transfer student):

- After first academic year (two semesters) – 24 minimum hours or 67% of attempted coursework
- After second academic year (four semesters) – 48 minimum hours or 67% of attempted coursework
- After third academic year (six semesters) – 72 minimum hours or 67% of attempted coursework
- After fourth academic year (eight semesters) – 96 minimum hours or 67% of attempted coursework

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

### Grade Point Average Requirement for Financial Aid Eligibility

All students must maintain a minimum overall institutional GPA for financial aid eligibility as follows:

- After first academic year (two semesters) – GPA of 1.5
- After second academic year (four semesters) and beyond – GPA of 2.0

Federal law specifies that by the end of the second academic year (regardless of how many credits the student has accrued), the student must have an academic standing consistent with the requirement for graduation (i.e., minimum institutional GPA of 2.0).

### Letter Grades and Financial Aid Eligibility

The following letter grades will count for determining eligibility for financial aid: F (Failure); PR (Progress); W (Dropped the Course); WD (Withdrew from the College); FA (Failed under Pass/Fail Option); NR (Not Reported). The letter grade AU (Audit) will not count. Hours for repeated courses will count toward the full-time student status in determining financial aid eligibility as follows: (1) a previously passed course may be repeated once; (2) a failed course may be repeated until it is passed. For part-time enrollment, a repeated course may be counted in the total number of hours in assessing the enrollment status as long as the student has never passed the course.

### Academic Status and Financial Aid

A student re-admitted to the College after academic dismissal from Jewell is not eligible for College, state or federal financial aid until the minimum overall institutional 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. All transferable credit hours attempted and completed must be used to determine whether student has met the minimum standard for academic progress to receive financial assistance.

### Failure to Complete Courses

Financial aid is awarded with the expectation that the student will attend school for the period in which the assistance is awarded. If a student does not attend all of his or her classes, the aid must be recalculated based on actual attendance. Students who do not attend a course or courses are not eligible to receive financial aid for the course(s).

The decision to withdraw from classes is an academic decision that may have both short- and long-term implications on the student's ability to receive federal aid. A student may wish to consult both with the Office of Financial Aid and with the academic advisor before making a final decision.

The long-term implication of not completing courses is that course withdrawals may result in a loss of federal aid eligibility. For a complete explanation, please refer to Academic Progress and Financial Aid.

The short-term implication is that William Jewell College is required by federal regulations to complete a Return of Title IV Funds calculation for students who receive federal aid but do not complete more than 60% of the enrollment

## **Failure to Complete Courses** *continued*

period for which they have received federal aid. For more information, see William Jewell College's Return of Title IV Federal Student Aid. A balance will be created in the student's account if financial aid funds are returned. A student cannot register for subsequent courses with a balance due. Future financial aid cannot be used to pay a past balance; it must be paid by the student.

If a Return of Title IV Funds is calculated and federal aid is reduced, the return of financial aid to the Federal Government will be completed within 45 days.

### **Return of Title IV Federal Student Aid**

The account of the student who has federal aid and withdraws before more than 60% of the semester has elapsed will be evaluated according to U.S. Department of Education guidelines and formula.

This policy conforms to the Higher Education Amendments of 1998 and becomes effective for an enrolled student who begins attendance, has federal aid, and withdraws, officially or unofficially, before the enrolled semester/payment period has ended. Title IV programs affected by this provision are Subsidized and Unsubsidized Federal Direct Loans, Federal Direct PLUS (Parent Loans for Undergraduate Students), Federal Pell Grants, Federal Supplemental Educational Opportunity Grants (SEOG), Federal Iraq and Afghanistan Service Grant, and Federal TEACH 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 and considering the debt owed to the College. The Business Office may enter into a repayment agreement so that the student may re-enroll in a later enrollment period or obtain an official transcript. 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 (ED) 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 ED.

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 for an official withdrawal or 30 days from the date of notification for unofficial withdrawals. An adjusted billing will be mailed by the Business Office to the student's permanent address on record.

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

- Federal Unsubsidized Federal Direct Loan
- Federal Subsidized Federal Direct Loan
- Federal Perkins Loan
- Federal Direct Parent Loans for Undergraduate Students (PLUS)
- Federal Pell Grant
- Federal Iraq and Afghanistan Service Grant (IASG)
- Federal Supplemental Educational Opportunity Grant (SEOG)
- Federal TEACH Grant

### **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.

## **Academic Scholarships**

In order to maintain academic scholarships, the student must complete a minimum of 12 credit hours per semester with a minimum cumulative GPA of at least 2.5. Scholarship renewal eligibility is reviewed at the end of the academic year. A student whose cumulative GPA falls below 2.5 will be allowed one semester to raise the cumulative GPA to 2.5. 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 2.5 is achieved.

## Academic Scholarships *continued*

Recipients of a full-tuition William Jewell College merit scholarship must complete a minimum of 12 credit hours per semester with a minimum cumulative GPA of at least 3.5. Scholarship renewal eligibility is reviewed at the end of the academic year.

Only one probationary semester will be permitted for academic scholarship recipients.

### **Financial Assistance for Study-Abroad Programs**

The Office of Financial Aid will award aid based upon the estimated cost of a student's study-abroad program according to the following guidelines:

#### ***Non-Institutional Support***

- Most non-institutional financial aid (federal, state, corporate, etc.) will apply to all approved programs; however, most grants and scholarships are unavailable for summer study.
- Non-institutional aid, such as student and parent loans, may be adjusted if the cost of the study-abroad program is different than the cost of William Jewell.
- Federal work-study aid does not apply to study-abroad, but may be replaced by loans for eligible students.
- Non-institutional aid may apply to only one study-abroad experience.

#### ***Institutional Support***

- William Jewell scholarship and grants do not apply to study abroad; however, students may apply for institutional support through the Journey Grant program.
- Additional institutional need-based support may also be available.

## **Appeal Procedure for Financial Aid**

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 at least two weeks prior to the commencement of the semester in which financial aid is requested. A student may reestablish eligibility to receive financial aid, including Title IV aid programs, with a successful appeal. An appeal may be submitted on the basis of a relative's death, injury or illness of the student, or other special circumstance. The appeal must provide an explanation for failure to meet standards of satisfactory academic progress as defined by this policy and indicate what factors have changed that will allow the student to meet standards of satisfactory academic progress at the next evaluation. The committee will notify the student of its decision.



# Programs of Study

## Academic Core Curriculum

Associate Dean: Professor Gary Armstrong

>> [www.jewell.edu/core-curriculum](http://www.jewell.edu/core-curriculum)

The aim of the Academic Core Curriculum program is 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.

Throughout the Core, three important questions are imbedded within most, if not all, of the courses and provide a unifying theme for inquiry: *What is real? What can we know? How should we live?*

William Jewell's Academic Core Curriculum, entitled "Critical Thought and Inquiry (CTI)," seeks to equip students in an integrated curriculum that moves through three levels for about 30 - 34 credit hours.

### Goals for Student Learning

The Core Curriculum aims to accomplish the following goals for student learning:

- To provide a common experience of learning;
- To engage students – by teaching skills of reading and research, communication and language, quantitative reasoning, critical and ethical thinking, and personal judgment and by facilitating on-going experiences in the fine arts – to become lifelong learners;
- 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; and
- 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 student performance, the achievement of the above goals. A liberally educated William Jewell College student will:

- acquire knowledge of, apply and show some mastery of: reading, research, communication, mathematical reasoning, technological applications and the fine arts;
- evaluate the crucial issues of human experience by a course of investigation that brings the academic disciplines together through interdisciplinary approaches;

- think critically about several Christian traditions as well as other vital religious expressions available to humanity;
- understand a holistic concept of wellness that includes the physical, spiritual, mental and social; and
- understand the concept of servant leadership and have had opportunities for application.

The Core faculty use these learning outcomes in their common assessment of student learning:

- written and oral communication;
- critical thinking;
- inquiry and analysis, including quantitative reasoning;
- intercultural knowledge and competence; and
- ethical reasoning.

## Critical Thought and Inquiry

The Core Curriculum offers students a learning experience that builds through three stages (levels): an introductory/skills level (Level I), an intermediate interdisciplinary level (Level II) and an advanced capstone level (Level III). The following statements provide more information about the requirements at each stage of the program.

### The Requirements of the Core Curriculum:

#### Level 1 - Foundations

- CTI 100 Responsible Self (4 credit hours)
- CTI 102 Written Communication (4 credit hours)
- CTI 105 Math for the Liberal Arts (4 credit hours) or College Algebra or College Statistics or Precalculus or Calculus I
- CTI 150 Identity and Society (2 credit hours)

**Level 2 - Explorations** (Students take a course from three of the four categories; an explanation is provided below.)

- Culture & Traditions (4 credit hours)
- Power & Justice (4 credit hours)
- Sacred & Secular (4 credit hours)
- Science, Technology & the Human Experience (4 credit hours including an integrated lab)

#### Level 3 - Capstone (4 credit hours)

Other requirements of the Core Curriculum:

- Diversity & Inclusion courses (at least 6 credit hours from two categories; details are below)
- World Language for students earning a BA degree (about 4 credit hours or exemption through an equivalency exam; further explanation is provided below)



## Core Curriculum *continued*

### Transferring Credit & the Core Curriculum

Transfer students can seek credit for many parts of the Core Curriculum. Three requirements must be completed at William Jewell: CTI 100, 150 and the Capstone.

Other requirements may be met by transfer credit. For information about transferring courses to satisfy Core Curriculum, see "[Core Curriculum Transfer Guidelines](#)."

### Level I

The introductory level, beginning with The Responsible Self, a humanities-based course, and courses in written communication and mathematics, bridges the crossing from high school to college learning.

CTI 100	The Responsible Self (4)
CTI 102	Written Communication (4)
CTI 105	Math for the Liberal Arts (4)
or MAT 107	Precalculus (4)
or MAT 109	Calculus I (4)
or a transferred course in College Algebra or College Statistics	
CTI 150	Identity and Society (2)

Completion of OXA 100 by students admitted to the Oxbridge program will satisfy the college's writing requirement (in place of CTI 102). Similarly, completion of HCT 110 and 120 by students admitted to the Honors Institute will satisfy the college's writing requirement.

Students will take either CTI 105 or, if they choose or if the student's major requires it, MAT 107 or 109. Transfer students may use credit for college algebra or college Statistics to meet this requirement. A student who completes successfully a course in mathematics at the 200-level or higher will be considered to have met the Level I mathematics requirement.

Normally, a student must complete the four CTI courses in Level I before beginning the first Level II course. Students must seek permission from the Associate Dean to co-enroll in Level I CTI and Level II CTI courses.

### Level II

The courses at Level II are designed to be interdisciplinary, with the purpose of encouraging learning in reference to relevant questions that transcend disciplinary boundaries. 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 a student chooses one course in each of three areas. Students are exempt from taking a course in the category to which their first major at the time of graduation

is assigned. (See the list that follows, and realize that changing primary majors late in one's tenure may mean enrolling in an additional Level II class.)

For purposes of determining the requirements of Level II of the Core Curriculum, the following assignments of departments and majors to divisional areas apply:

### Social Sciences

(Students with the following primary majors are exempt from taking a course in the Power and Justice category.)

- Accounting
- Business Administration
- Economics
- Elementary Education
- History
- International Relations
- Nonprofit Leadership
- Oxbridge History
- Oxbridge Institutions and Policy
- Political Science
- Secondary Education

### Humanities

(Students with the following primary majors are exempt from taking a course in the Culture and Traditions category.)

- Communication
- Digital Media Communication
- English
- Music
- Music Education
- Musical Theatre
- Oxbridge History of Ideas
- Oxbridge Literature and Theory
- Oxbridge Music
- Philosophy
- Public Relations
- Spanish
- Theatre

### Natural Sciences and Mathematics

(Students with the following primary majors are exempt from taking a course in the Science, Technology and Human Experience category.)

- Biochemistry
- Biology
- Chemistry
- Civil Engineering
- Data Science

## Core Curriculum *continued*

Mathematics  
Nursing  
Oxbridge Molecular Biology  
Physics  
Psychological Science

### Level III

This advanced level of the Core Curriculum consists of one 4-hour course, which functions as a capstone experience to the Core Curriculum program. The course options are interdisciplinary, tied closely to issues of public concern and occasionally team-taught.

Prerequisites for all Level III courses:

- completion of Levels I and II of the Core Curriculum;
- submission of an application for graduation; and
- classification as senior.

Students must seek permission from the Associate Dean to enroll simultaneously in a Level II CTI course and a CTI Capstone.

### World Language Requirement

Students who earn a Bachelor of Arts degree are required to complete the William Jewell world language requirement.

Students who have completed a level-2 language course (e.g., Spanish 2, French 2, Latin 2, ...) or higher in high school and who wish to continue study in the same language must complete the first *intermediate-level course* (the 211 course at William Jewell) or its equivalent or a more advanced course in the same language. Students who have not completed a level-2 language course in high school or who wish to study a new language must complete at least a second *introductory-level course* (the 112 course at William Jewell).

Students who have studied Spanish or French for two or more years in high school and who wish to continue studies in the same language must take a placement test before enrolling in a language course at William Jewell and must enroll at the level determined by the placement test. Students who place above the 211 level in French and Spanish will be offered the opportunity to take a written equivalency exam. Passing this exam means that the student will be deemed to have satisfied the College's world language requirement.

Students who transfer a second introductory-level world language course from another institution will be considered to have done the equivalent of a 112 course at

William Jewell provided that the introductory language course is the culmination of a sequence representing a minimum of 6 hours of study over two semesters. Students who transfer a first intermediate-level world language course from another college will be considered to have done the equivalent of a 211 course at William Jewell provided that the intermediate language course is the culmination of a sequence representing a minimum of 11 hours of study.

American Sign Language can be used to satisfy the world language requirement only by transfer students who have completed their study of ASL as described above before matriculation at William Jewell.

The world language requirement will be waived for a foreign national who has grown up in a culture in which English is not the primary language and who has successfully completed secondary school work taught primarily in a language other than English. Official certification from the secondary school of the language of instruction will be required. The chair of the Languages Department may be consulted in these situations.

Students who wish to earn a major in any of the disciplines listed below will be required to meet the above requirement for a world language, even if their primary major leads to a BS degree:

Biochemistry	International Relations
Biology	Philosophy
Chemistry	Physics

### Diversity and Inclusion

All undergraduate students are required to have completed two approved Diversity and Inclusion (D&I) intensive courses that total at least 6 credit hours. The approved courses may be from any department, including CTI. These courses may also satisfy requirements of an academic program or other requirements of the core curriculum.

Students must complete at least one course in each of the following categories:

- D&I US – A course that deals with race, ethnicity, gender, sexual orientation, religion, age and/or ability within the United States or for U.S. citizens in their interactions with cultures outside the United States. (Sections of courses certified to meet this requirement will appear in the official schedule and on the student's transcript with a "DU" suffix on the course number.)

## Core Curriculum *continued*

- D&I Global – A course that focuses on the culture, economics, politics, or ecology of societies and nations other than the United States and that will emphasize power, privilege and marginalization or a critical analysis of how these cultures define and express themselves or a course that will deal with general philosophies of power, privilege and marginalization encountered in race, ethnicity, gender, orientation, religion, age and/or ability. (Sections of courses certified to meet this requirement will appear in the official schedule and on the student's transcript with a "DG" suffix on the course number.)

## Course Descriptions

### Level I:

#### **CTI 100 The Responsible Self (4 cr. hrs.)**

This is a humanities-based, introductory course required of all students in their first year of study at the College. The organizing questions of the course are those of epistemology, ontology and ethics: *What can we know? What is real? How should we live?* Students will wrestle with these questions from several distinct cultural and ideological perspectives. (A text-based course including literature and primary texts in religion and philosophy)

#### **CTI 102 Written Communication (4 cr. hrs.)**

This course develops student skills in academic writing, including research skills and critical use of sources in argumentation. Through writing and revising, students explore the role of audience and context in shaping written communication, and learn to demonstrate logical reasoning, adequate factual support, clarity and appropriate language choices.

#### **CTI 105 Math for the Liberal Arts (4 cr. hrs.)**

This course helps students learn how to apply fundamental mathematical techniques (which includes algebraic and statistical techniques) and abstract concepts to practical, real-life situations. The course will include finite mathematics, statistics and other selected topics that may involve the following: voting theory; apportionment; graph theory; circuits and networking; population models; geometry and fractals; and probability theory.

#### **CTI 150 Identity and Society (2 cr. hrs.)**

An introductory course in how to interact with others through the creation and perception of personal identities. Students will reflect on how they enact their own ideological, cultural and contextual assumptions

regarding their relational perceptions of self and others, while learning how to engage in constructive, authentic communication.

### Level II:

#### ***Culture and Traditions: Interdisciplinary Courses in the Humanities***

#### **CTI 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)

#### **CTI 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)

#### **CTI 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. Students also will analyze the conversations between cultures presented in texts and their own cultures. (Interdisciplinary humanities course)

#### **CTI 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)

## Core Curriculum *continued*

### **CTI 205 French Perspectives (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)

### **CTI 206 The Latinx Experience (4 cr. hrs.)**

This course will trace the history of the Latina/Latino 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 Latina/o 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)

### **CTI 207 The Harriman-Jewell Series (4 cr. hrs.)**

This course is a study that puts the events of the Harriman-Jewell Series 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)

### **CTI 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)

### **CTI 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. Any particular focus of the course during a particular semester will be indicated in the class schedule. (Interdisciplinary humanities course)

### **CTI 214 Bioethics, Ethical Traditions, and the Variety of Health Care Choices (4 cr. hrs.)**

Students will compare ethical judgments that are framed by Western bioethics with those framed by global ethics and other cultural and moral traditions. Students will critically appraise healthcare practices through case studies that illustrate selected life transitions, and challenges in healthcare management and public health. This course draws upon philosophy, anthropology and nursing/healthcare disciplines. (Interdisciplinary humanities course)

### **CTI 215 Trust, Betrayal and Forgiveness (4 cr. hrs.)**

The course will inquire into the nature and value of trust, betrayal and forgiveness or, more generally, in the field of personal relationships, relation, perturbation and reconciliation. It will approach these topics through philosophical analysis and literary methods. Students will read and develop philosophical analyses of the key concepts and write scenarios (biographical, autobiographical, historical and/or imaginative) that implicate the three main themes. The scenarios will be critiqued for their adequacy in light of the demands of philosophical coherence, and the philosophical analyses will be critiqued in light of their capacity to deal with the nuances of the scenarios. This approach will be extended through reading and analyzing selected works of literature. Students will also consider the nature of relations of the methods, philosophical and literary, that are used for understanding and appreciating human relations. (Interdisciplinary humanities course)

### **CTI 216 Wagner: Lord of the Ring (4 cr. hrs.)**

The development of modern mass media and the synthesis of art and entertainment both have their genesis in Richard Wagner's operas, especially in his epic "Der Ring des Nibelungen." This course will explore the context and content of the 15-hour cycle, Wagner's influence on 20th century art, politics and the complexity of multi-media expression in cultural formation. The ways in which his thematic materials are made manifest in cinema will also be investigated. Particular attention will be given to answering the questions: Why (and how) do artistic

## Core Curriculum *continued*

expressions cause controversy? How does art contribute to cultural formation and ideology? When does art become entertainment and entertainment become art? (Interdisciplinary humanities course)

### **CTI 217 The Digital Community (4 cr. hrs.)**

Combining classic and contemporary critical theory with cultural analysis, this course examines the way new means of communication and virtual representation remap (if not reconstruct) reality and the way these re-mappings affect our identities, frames of thinking, values, relations, labor and material conditions of life—our community and the way we understand its boundaries. (Interdisciplinary humanities course)

### **CTI 218 Forging Utopia: Stalinism as Civilization (4 cr. hrs.)**

This course examines the efforts of the Soviet state and society to build a civilization of a new type based upon the principles of Marxist-Leninist-Stalinist ideology. During the course of the semester, students will explore the following elements of emergent “Stalinist civilization:” class identity, customs and law, culture and the arts, scientific-technological institutions and organizations, religious rituals and monuments, architecture, social organization and daily life, with an emphasis on the period from 1924 through 1956. (Interdisciplinary humanities course)

### **CTI 219 Intercultural Communication (4 cr. hrs.)**

A 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. (Interdisciplinary humanities course)

### **CTI 220 Literary Topics (4 cr. hrs.)**

A study in comparative themes and topics found in significant literary works from more than one literary or cultural tradition. Examples include revenge literature, sexuality in literature, literature in religion, literary utopias and dystopias. The focus of any particular semester’s course will be indicated in the class schedule. (Interdisciplinary humanities course)

### **CTI 221 Gender, Sexuality, and Global Culture (4 cr. hrs.)**

This course examines critical theories, cultural representations and social relations of gender and sexuality in the contemporary global world as they intersect with relations of nation, race, ethnicity, family, class, labor and globalization. Students will learn interdisciplinary methods of cultural analysis in global women’s gender and sexuality

studies, including feminist, LGBTQ+ and intersectional theories from diverse cultural viewpoints and social positions. We will analyze assumptions and consequences of the (re)construction of gender, sexuality and difference in “transnational culture” (in global literature, film, television, news, social media, commodity and everyday culture) and their relationship to global material relations of power and inequality that are reshaping the lived realities of gender and sexuality in a range of cultural, social and economic contexts. (Interdisciplinary humanities course)

### **CTI 222 *Les Mis*: Victor Hugo’s World (4 cr. hrs.)**

This course will address the intersections of corruption and redemption, human fate and divine destiny in the lives of the characters of Victor Hugo’s novel, *Les Misérables*, by placing the novel’s story of justice and, freedom and oppression, wealth and poverty, love and abandonment, compassion and indifference, awareness and ignorance in its cultural context of 19th century France and to more recent cultural contexts through a cultural study of its adaptations. (Interdisciplinary humanities course) Students enrolling in this course cannot also take CTI 291 for credit toward graduation.

### ***Sacred and Secular: Interdisciplinary Courses in Religious Studies***

#### **CTI 225 Colonialism and the Theologies of Liberation (4 cr. hrs.)**

Liberation Theology took shape in the 1960s under the leadership of Catholic priests from Central and South America in an attempt to combat the legacy of colonialism. Since its inception, it has been adopted by religious leaders around the globe and adapted to suit their particular circumstances. This course will study the strategies employed by colonists to assert their authority in Latin America, Africa and Asia, and the impact the colonization had on the autochthonous populations of these regions. Students will also analyze how these groups used theology to fight for liberation. (Interdisciplinary humanities/ religion course)

#### **CTI 228 Christianity and Politics (4 cr. hrs.)**

This course examines major current controversies over the political implications of Christian teachings and over the role of religion, particularly Christianity, in the public life of the United States. It focuses on economic and social questions as well as on the argument over the separation of church and state. Readings reflect a diversity of religious as well as political perspectives. Attention will also focus on how specific political perspectives are influenced by

## Core Curriculum *continued*

religious world views and assumptions. Among the matters covered are the ethical bases of capitalism and socialism, the historic role of religion in American public life and conflicting current attempts to establish a Christian perspective on political questions. (Interdisciplinary humanities/religion course)

### **CTI 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)

### **CTI 230 Religious Diversity in Early Modern Drama (4 cr. hrs.)**

In the late sixteenth century, “the Islamic world overlapped with Christendom, and the Ottoman Empire included a huge Jewish population. The Turkish empire was a porous body politic, allowing the entry and exit of various Christians, Jews and Muslims who participated in its economic life” (Daniel Vitkus, *Turning Turk*, 18). In the early modern period, international commerce introduced England to the Mediterranean world and thus shaped English identity not only through firsthand contact with but also through representation of different cultures and religions. This course will investigate early modern representations of three major faith traditions – Christianity, Judaism and Islam – through the study of literary texts and contemporary critical methodologies. Because international trade informed and shaped much of the early modern experience with the Muslim world, economic contexts will inform the study of literary texts. (Interdisciplinary humanities/religion course).

### **CTI 231 21st Century Social Movements and The Black Freedom Struggle in the U.S. (4 cr. hrs.)**

This course will study the Black struggle for freedom and justice in America. It will put particular emphasis on the African American Prophetic Tradition, a sacred stream of influence within that struggle that is infused by a biblical hermeneutic serving as the ethical norm and trademark of secular political praxis amid Black social movements for justice in America. Historical periods and phenomena under investigation include the Antebellum South, Reconstruction, the Civil Rights Movement, Black Exceptionalism and Black Lives Matter. Through the prism of the historic Black struggle for freedom and its enduring Prophetic Tradition, this course will then

have students research select new social movements, for example, around anti-racism, labor rights and worker justice, gender equity and sexual orientation, reparations, climate justice, Indigenous People’s rights, women’s rights, peace, democracy and youth activism. (Interdisciplinary humanities/religion course)

### **CTI 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)

### **CTI 233 Songs, Symbols and Services of Christian Worship (4 cr. hrs.)**

An historical survey of Christian hymnody, liturgies and other worship practices, including devotional texts, musical styles, symbols and building design, from their Jewish antecedents to the present day. Students engage with the material through course readings, textual analysis and singing of hymn texts, worship service design, participation in worship services representing a variety of denominations, reflection papers, presentations and class discussions. Assignments require limited travel to off- campus sites for weekend worship services. (Interdisciplinary humanities/religion course)

### **CTI 236 Magic, Science and Religion (4 cr. hrs.)**

This course studies the distinctions that emerge between magic, science and religion when seeking to understand whether and how a civilization’s reasons for confidence in science differ from those that support its belief in religion. The course will be structured around the categories, often applied to religion, of mystery, salvation, causation and theodicy as they apply to all three topics (magic, science and religion). (Interdisciplinary humanities/religion course)

### **CTI 238 American Religion in the Modern Age (4 cr. hrs.)**

This course studies significant shapers of modern religious studies, and students explore how human communities create and maintain worlds of meaning in response to experiences of the sacred. The ongoing significance of religion in the American, including African-American, context is given focused attention. Generally offered every semester. (Interdisciplinary humanities/religion course)

## Core Curriculum *continued*

### **CTI 239 Judaism, Christianity and Islam (4 cr. hrs.)**

The course offers a comparative overview of Judaism, Christianity and Islam in their comparative histories, varying theological and ethical centers and scriptures. While the course examines all three religions from a single disciplinary perspective (i.e., religious studies), the comparative method invites questions that may only be appreciated by imposing methods and assumptions from other disciplinary (i.e., non-religious studies) perspectives. (Interdisciplinary humanities/religion course)

### **CTI 240 Reading the Bible: Then and Now (4 cr. hrs.)**

This course explores the reading of the Bible in the context of the history of Christianity. After surveying various ways of reading the Bible throughout Christian history, special attention is given to modern and post-modern modes of biblical interpretation. Students will learn how such contemporary modes of reading take place in conversation with other academic disciplines: cultural anthropology, narrative criticism and reader response criticism. (Interdisciplinary humanities/religion course)

### **CTI 244 The Epics of Heaven and Hell (4 cr. hrs.)**

A study of two significant works of world literature: *The Divine Comedy* and *Paradise Lost*. Students will appreciate two examples of the heroic epic and understand how each author reads and reinterprets earlier epic literature and the Christian tradition. They will explore the two cultural worlds represented by the poems (high middle ages and early modern) and reflect on how the works provide two different readings of the Christian theological tradition and the Bible (Thomist Roman Catholic and Protestant). (Interdisciplinary humanities/religion course)

### **CTI 246 God, Nature and Science (4 cr. hrs.)**

Students will learn essential features of the neo-Darwinian theory of evolution, as well as religious, primarily Christian, arguments both challenging and affirming the theory. Evolution grounds human existence interdependently with nature, not over and above nature, a status that religion can either endorse or challenge. The course explores biblical responses to the issue of human ecological responsibility, including the study of both “green-friendly” and “not-so-green-friendly” texts. (Interdisciplinary humanities/religion course)

### **CTI 247 Religion, Conflict, Peacebuilding (4 cr. hrs.)**

An intermediate, interactive seminar focused on the religious dimensions of conflict and peacebuilding in the 21st century. The course explores the role religious identity can play in both the escalation and mitigation of conflict.

Students study the roles ideology, belief, values and faith-based relationships play in developing and legitimizing, or in transforming and resolving deeply rooted conflicts. Examples and case studies draw from a wide variety of religious traditions and diverse cultures, including Hinduism, Buddhism and Confucianism, Judaism, Christianity, Islam and African Traditional Religions. (Interdisciplinary humanities/social science/religion course)

### **CTI 248 Beauty and the Divine (4 cr. hrs.)**

Where does beauty come from? Is it objective or subjective or something in between? Can evil be beautiful? Is the beauty of nature identical to the beauty of the Divine? This course will grapple with these questions and the relationship between theology and philosophy concerning Beauty. By focusing on the performing, literary and visual arts since about 1900, both sacred and secular artifacts will be examined for their unique contributions to the complex and enduring questions of humanity. (Interdisciplinary humanities/religion course)

### **CTI 249 The Bible: History and the Construction of History (4 cr. hrs.)**

This course is an in-depth study of the Bible as a source of history and a platform for constructing history. Students will evaluate the relationship between material history, representational history and memory. Students will also learn the methods used for a critical analysis of the Bible. With these tools in hand, students will scrutinize pivotal biblical narratives in an attempt to determine which elements are grounded in history and which have been developed at a later date for the purpose of fostering a common identity and responding to contemporary events. (Interdisciplinary humanities/religion course)

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

#### **CTI 251 The Science of Forensics (4 cr. hrs.)**

This course is focused on the application of scientific techniques to the collection and analysis of evidence used for investigating criminal cases. In the context of investigating criminal cases students will gain an understanding of scientific methodology, analytical thought and techniques used in the analysis of hair and fiber evidence, drugs and toxic substances, arson and explosion, firearms and tools and biological specimens. The legal and ethical issues surrounding scientific integrity in the collection, handling and analysis of evidence will



## Core Curriculum *continued*

also be explored. CTI 251 will meet a teaching certification requirement for a physical laboratory science. This course includes an integrated laboratory/experiential learning component. (Interdisciplinary science course)

### **CTI 253 Energy and Society (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. CTI 253 will meet a teaching certification requirement for a physical laboratory science. This course includes an integrated laboratory/experiential learning component. (Interdisciplinary science course)

### **CTI 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. CTI 255 will meet a teaching certification requirement for a physical laboratory science. This course includes an integrated laboratory/ experiential learning component. (Interdisciplinary science course)

### **CTI 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. CTI 256 will meet a teaching certification requirement for a physical laboratory science. This course includes an integrated laboratory/ experiential learning component. (Interdisciplinary science course)

### **CTI 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. CTI 257 will meet a teaching certification requirement for a biological laboratory science. This course includes an integrated laboratory/ experiential learning component. (Interdisciplinary science course)

### **CTI 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 that explain them. CTI 258 will meet a teaching certification requirement for a physical laboratory science. This course includes an integrated laboratory/ experiential learning component. (Interdisciplinary science course)

### **CTI 259 The Ecology of Food (4 cr. hrs.)**

The Ecology of Food is an exploration of food from the following perspectives: the importance of food (requirements for human health, supply and demand) the distribution of starvation and abundance, the ecological and economic reasons for this distribution, the amount and sources of energy involved in food production, the role of food production in sustainability issues (water, energy and soil/nutrient supply), the economics of food and food production, various forms of agriculture used to produce food and, finally, food security in a global marketplace in an age of terrorism. CTI 259 will meet a teaching certification requirement for a biological laboratory science. This course includes an integrated laboratory/ experiential learning component. (Interdisciplinary science course)

### **CTI 260 Sustainability and the**

#### **World's Resources (4 cr. hrs.)**

This course is an exploration into the scientific and public policy issues surrounding the effects of global development on the world's natural resources. Resources to be investigated include the air we breathe, sources of energy, the world's water supply and the extraction of virgin materials such as metal ores. The recycling of metals, plastics and other materials will also be considered. Relevant scientific concepts will be explored, as well as available sustainable practices for utilization

## Core Curriculum *continued*

of these natural resources. CTI 260 will meet a teaching certification requirement for a physical laboratory science. This course includes an integrated laboratory/experiential learning component. (Interdisciplinary science course)

### **CTI 261 Ethnobotany (4 cr. hrs.)**

Ethnobotany is the study of the interactions between humans and plants, focusing on how plants are used every day by humans for food, medicine, recreation, housing, clothing, etc. This class explores the cultural, religious and historical importance of plants to humans as well as focusing on the study of plant biology. The course will interweave exploration of plant biology with the understanding of how plants are used by humans and have, in turn, impacted human history and culture. CTI 261 will meet a teaching certification requirement for a biological laboratory science. This course includes an integrated laboratory/experiential learning component. (Interdisciplinary science course.)

### **CTI 262 Astrobiology (4 cr. hrs.)**

Astrobiology is the study of the origin, evolution and distribution of life in the universe. It uses interdisciplinary science at the intersection of biology, geology and astronomy to discover where and under what conditions life arises and exists in the universe. This course examines the origin and evolution of life on Earth, what conditions are necessary for a habitable planet, which planets and moons in our solar system could harbor life, and the search for habitable extra-solar planets. CTI 262 will meet a teaching certification requirement for a physical laboratory science. This course includes an integrated laboratory/experiential learning component. (Interdisciplinary science course)

### **CTI 263 Life on Earth (4 cr. hrs.)**

This course will provide an introduction the history of life on earth and how scientists investigate the deep past. We will read book excerpts, primary literature and use first-hand experiences to examine the origins of life and species, major transitions in earth history and evolutionary relationships that unite all life on earth. These topics will provide a foundation for critical examination of salient issues such as climate change, biodiversity and the relationship between humans and other life on earth. CTI 263 will meet a teaching certification requirement for a biological laboratory science. This course includes an integrated laboratory/ experiential learning component. (Interdisciplinary science course)

### **CTI 264 Psychological Investigation (4 cr. hrs.)**

First-hand experience with hypothesis testing, research design, data analysis and sampling. Emphasis on application of scientific reasoning related to questions related to human flourishing. Students conduct an empirical study from design through data collection, analysis and reporting. This course includes an integrated laboratory/experiential learning component. (Interdisciplinary science course)

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

### **CTI 275 Communities and 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)

### **CTI 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)

### **CTI 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)

### **CTI 280 The Second World War (4 cr. hrs.)**

The course examines the military, political and social history of World War II, as well as the conflict's origins and the causes of Allied victory. Students will consider ethical questions such as those related to the rise of fascist dictatorships in Germany and Japan; targeting civilian populations during a "total war"; the Holocaust; Japanese

## Core Curriculum *continued*

war-crimes in Asia; Japanese internment in the United States; racism in the Pacific War; the fire-bombing of German and Japanese cities and the use of atomic bombs; and the Nuremberg trials. (Interdisciplinary social science course)

### **CTI 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)

### **CTI 283 Synopsis of United States History and Government (4 cr. hrs.)**

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

### **CTI 284 School and Society in the United States (4 cr. hrs.)**

This course examines the development of American schooling within the context of social history. The course focuses on four themes: the differing (often conflicting) concepts about schooling held by leading educational thinkers, the public and public policy makers; the changing relationships among schools and other education entities such as church and family; the societal and policy issues that have shaped the American educational system; and public schooling as a promised or real agent of social change. Students in this course are expected to analyze these forces from all perspectives and to critically discern how and why the current school system evolved. Students will also be expected to identify the origins of current educational issues, be able to analyze and critically discuss those issues and formulate a personal position and/or plan of action based on that understanding. Specific lenses for analysis will include race, class, ethnicity, gender, religion and the intersection of these factors in the construction of power and justice in/through schooling in the United States. (Interdisciplinary social science course)

### **CTI 285 Comparative Revolutions (4 cr. hrs.)**

We often label significant moments of change ‘revolutions.’ Such moments in time often reveal the significant differences between competing ideas and the reality of power and justice. This course will guide students through a comparative study of at least two revolutions, for example the French Revolution of 1789, the Russian Revolution of 1917, the Scientific Revolution of the 17th century, the American Revolution, the Industrial Revolution of the 18th century, etc. Some of the key questions involved in this course will include: How do we define revolution? What causes them? What influences their outcomes? Are revolutions primarily political events or must they also involve social and/or economic change? Who participates in revolution and why? Are some revolutions failures and others successful? (Interdisciplinary social science course)

### **CTI 286 Gender, Power and Justice (4 cr. hrs.)**

Gender, like race and class, is one of the fundamental categories that have affected, if not determined, one’s experience of power and justice. This course looks in particular at the experiences of women and men from the 18th century to the present. It examines both the theory and reality of women’s roles in the family, the workplace and the state and how those have changed over time. (Interdisciplinary social science course)

### **CTI 287 Slavery and Abolition in the Modern World (4 cr. hrs.)**

This course examines present-day slavery and human trafficking—and antislavery campaigns seeking to end them—in historical perspective. After a brief introduction to slavery in the ancient and medieval eras, the first section of the course surveys the rise and fall of slavery in the Atlantic world from the 16th century to the 19th. The second section adopts a more global focus and concentrates on the late 20th century and early 21st century, exploring why forced labor and human trafficking continue to thrive and what steps are being taken to reverse that trend. Students will draw on disciplines including history, economics, political science, literature and law. Close attention will be paid to how inequalities of power in the global economy have fueled the expansion of slavery and how globalization and technology have provided tools for anti-slavery activists to combat slavery and seek justice for its victims. (Interdisciplinary social science course)

### **CTI 288 Philosophy of Power, Sex and Gender (4 cr. hrs.)**

This course is an introduction to contemporary feminist theory, taught in a seminar format. We will consider the philosophical implications of claims made in other fields, including anthropology, political science, sociology,

## Core Curriculum *continued*

psychology and biology. Questions we will consider include: What is the relationship between sex and gender? How has the discipline of philosophy generally understood women and presupposed a particular attitude toward gender? What are liberal feminism, radical feminism, Marxist feminism, multicultural feminism, post-modern feminism and how do they differ from one another? What are some important arguments made by feminist ethicists and feminist epistemologists? How are contemporary feminist philosophers contributing to the debate on micro-inequities and implicit bias? Students will gain familiarity with current feminist philosophical scholarship while developing their own scholarly abilities and skills of critical analysis. (Interdisciplinary social science course)

### **CTI 289 Today's American Political Debate (4 cr. hrs.)**

This course examines major current controversies in the national political conversation of the United States. It focuses on questions of economic policy as well as controversies over social questions. Readings reflect a diversity of political perspectives. Attention will also focus on how specific political debates are shaped by the contending world views of the participants. Among the matters covered are economic and social stratification and inequality, the condition of social capital, and the dividing line between public and private. (Interdisciplinary social science course)

### **CTI 290 Democracy: American Style (4 cr. hrs.)**

This course examines some of the major features of the US political system today: the political foundations of American democracy; political institutions; the process of politics; the challenges of policy change in modern American democracy. The course examines current problems of power, government, justice and citizenship. (Interdisciplinary social science course)

### **CTI 291 *Les Mis*: Victor Hugo's Justice (4 cr. hrs.)**

This course will address the intersections of corruption and redemption, human fate and divine destiny in the lives of the characters of Victor Hugo's novel, *Les Misérables*, by placing the novel's story of justice and injustice, freedom and oppression, wealth and poverty, love and abandonment, compassion and indifference, awareness and ignorance in its historical context of 19th century France, taking into account ethical, moral and interdisciplinary perspectives presented in the novel and its adaptations while also drawing upon students' perspectives. Students enrolling in this course cannot also take CTI 222 for credit toward graduation. (Interdisciplinary social science course)

### **CTI 292 Philosophy of Race (4 cr. hrs.)**

This course is an introduction to philosophy of race, taught in a seminar format. Questions we will consider include: What is racism and what are its effects? How should people and societies respond to racism? Are races biologically real, socially real, or neither of these? Students will gain familiarity with philosophy of race scholarship while developing their own scholarly abilities and skills of critical analysis. (Interdisciplinary social science course)

### **CTI 293 Economic Geography (4 cr. hrs.)**

This interdisciplinary course will examine the major contemporary geographic and economic issues facing the world's societies, with a special emphasis on economic justice and cultural diversity. Course will utilize a regional case study approach in which students will analyze data, maps and course readings to examine geographic themes such as: development and economic systems; impacts of globalization and global inequality; culture and cultural diffusion; human-environment interaction; and location/place/ region. Economics concepts such as: supply and demand; distribution of resources; market structures; income and output; and employment will be considered. An underlying framework will be the use of economic and geographic thinking as entry points for teaching and learning about fundamental themes in social studies education such as equality and justice; the role of institutions; population growth and scarcity; land and resource use; and cultural change and continuity over time. (Interdisciplinary social science course)

## **Level III: The Core Capstone**

### **CTI 401 Birth by Any Means? (4 cr. hrs.)**

This capstone examines Assisted Reproductive Technology (ART) and bioethics. 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.

### **CTI 402 Capitalism and Democracy: What is a Good Society? (4 cr. hrs.)**

This capstone examines the challenges, the dilemmas and the fundamental issues at stake in creating democratic political systems with market economies. It also explores the stresses placed by globalization on developed capitalist democracies today.

## Core Curriculum *continued*

### **CTI 403 Plague, Piety and Public Policy** (4 cr. hrs.)

This capstone 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.

### **CTI 404 State and Society** (4 cr. hrs.)

This capstone 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.

### **CTI 406 Death by Any Means?** (4 cr. hrs.)

This capstone 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.

### **CTI 407 The Economics of Well-Being** (4 cr. hrs.)

This capstone explores the economic, philosophical and religious implications of “wellbeing” by analyzing Mark Anielski’s five categories of capital (human capital, social capital, natural capital, built capital and financial capital) from his book, *The Economics of Happiness*, as they relate to both local (Liberty, Missouri and Kansas City, Missouri) and global applications (Bhutan’s “Gross National Happiness”).

### **CTI 408 Health Care at Any Cost?** (4 cr. hrs.)

As health care costs stretch our national resources, we are faced with choices about personal and societal health. In this capstone, students will explore the current U.S. healthcare system and how health values are shaped by and shape consumerism. We examine justice in healthcare and how current trends will impact future healthcare delivery. Students will critically appraise selected issues relating to healthcare and use a research process for analyzing cost in managed health care situations.

### **CTI 409 Immigration: E Pluribus Unum?** (4 cr. hrs.)

This capstone will examine the issue of U.S. national identity as found in our conceptions of citizenship and national boundaries. We will raise these questions: What does it mean to be an American? What should it take to enter the United States legally? What does it mean to acquire United States citizenship? The goal of this examination will be to understand how various conceptions of national identity, citizenship and national borders shape the current debates over immigration policy. After exploring the ethical, economic, biological and social issues regarding immigration, students will create an immigration policy. That policy will be assessed as to its internally consistency, fit with the U.S. Constitution, moral soundness and comprehensiveness in defining the bounds of legal immigration as well as consequences of illegal entry.

### **CTI 411 Well-being by Design?** (4 cr. hrs.)

This capstone will explore what structural attributes are needed to make a community strong and sustainable. We will survey some influential social justice philosophies while asking if it is possible to plan for the equitable, sustainable well-being of the members of an urban community. How can these philosophies be practically applied in actual communities in a way that protects individual happiness, community values and environmental capital? We will examine real-world proposals for community planning that attempt to answer questions such as: How are the values of that community translated into a healthy development plan for that community? What factors must be considered in designing the infrastructure that underlies healthy neighborhoods and communities within the urban context?

# Applied Critical Thought and Inquiry (ACT-In)

Associate Dean: Professor Gary Armstrong

>> [www.jewell.edu/act-in](http://www.jewell.edu/act-in)

## Goals for Student Learning

Students seeking a major in Applied Critical Thought and Inquiry (ACT-In) will couple the requirements for the Academic Core Curriculum, Critical Thought and Inquiry (CTI), with applied learning experiences from three areas: Disciplinary Scholarship, Reflective Citizenship and Active Engagement. The learning goals for the Academic Core Curriculum are listed in the previous section of the catalog. The goals of the applied learning experiences are:

- to enable students to integrate interdisciplinary intellectual skills and studies with practical activities beyond the CTI classroom;
- to strengthen campus engagement by encouraging individual and collective partnerships, careful reflection and sustained impact on our community; and
- to allow students to demonstrate successfully through action the benefits of a high quality liberal arts education by purposefully and specifically making connections between the classroom and the world.

The required applied learning experiences complement the Core experience by providing opportunity for students to “do” critical thought and inquiry in three additional settings valued by the College. Students will be required to ACT-In the discipline, ACT-In the world and ACT-In the community (campus and local). The major is constructed to strengthen the relationship between (1) the Academic Core Curriculum and the academic majors by connecting the two through applied learning in disciplinary scholarship, (2) the Academic Core Curriculum and programs that lead toward reflective citizenship via the second applied learning experience and (3) the Academic Core Curriculum and experiential learning opportunities via the third applied learning experience. The intent is to reinforce the value-added nature of these experiences in contributing to the overall educational experience of a William Jewell College student.

## The Major

(ACT-In cannot be a student’s primary major.)

### Requirements:

To obtain a major in Applied Critical Thought and Inquiry, a student is required to:

1. Complete the curricular requirements in the Critical Thought and Inquiry Core Curriculum with a grade of C- or better in each course,
2. Complete a minimum of 16 CTI hours in residence (through William Jewell courses), and
3. Complete successfully three applied learning experiences, one from each of the following categories:

### Disciplinary Scholarship:

Evidenced by completion of an upper-level seminar or research course in the student’s program of study (other than ACT-In) that offers the opportunity for inquiry through discovery, integration or application using the appropriate intellectual tools for the discipline or program of study. This requirement can also be fulfilled by completion of a college Honors Project or of an appropriate undergraduate research project funded by a Journey Grant.

### Reflective Citizenship:

Evidenced by a student’s actively engaging another culture or issues/challenges of our contemporary world, which may include but are not limited to challenges associated with racial and ethnic differences, social inequities (gender, sexuality, economic), global concerns, environmental or sustainability concerns, or other contemporary citizenship issues through completion of a service-learning project, mission trip, study away, or of an appropriate project funded by a Journey Grant.

### Active Engagement:

Evidenced by sustained engagement with one’s community (local or college), including activities such as a leadership experience (multiple options), an internship, a practicum (e.g., nursing clinical or student teaching), participation in college-sanctioned co-curricular endeavors, completion of an appropriate project funded by a Journey Grant, etc. The intent of this category is to provide students with the opportunity and encouragement to apply the abstract in settings that have meaning and motivation for them, thus strengthening the learning that occurs in the academic setting of the core curriculum.

A complete list of approved activities can be found on the Moodle page for ACT-In or by contacting the Associate Dean. Students’ completion of the applied learning experiences in the three categories is recorded in the office of the Associate Dean for the Core Curriculum.

# Biology

Chair: Associate Professor Rose Reynolds

Professor: Paul Klawinski

Associate Professors: Lilah Rahn-Lee and Bhupinder Vohra

Assistant Professors: Nathan Jud and Joseph Shih

>> [www.jewell.edu/biology](http://www.jewell.edu/biology)

## Goals for Student Learning

Graduates of the William Jewell College biology program will have demonstrated the ability consistently to do the following:

- explain major concepts in Evolution, Ecology, Cell/Molecular Biology and Genetics;
- evaluate the logic of scientific arguments;
- integrate information from different subdisciplines of biology into a coherent whole;
- formulate logical hypotheses to test competing explanations of biological phenomena;
- design experiments to test competing hypothesis proposed to explain biological phenomena;
- analyze quantitative and qualitative data;
- interpret quantitative and qualitative data; and
- communicate biological research to the scientific community and the lay audience through writing, oral presentations and effectively designed visuals.

The department offers two majors (Biology and Oxbridge Science: Molecular Biology) and contributes to courses required for the Biochemistry major. For further information on the majors other than biology, refer to other sections of the catalog. Those who select biology as a second major must complete all requirements for the BA degree.

## The Major BIOLOGY

The major in biology leads to a Bachelor of Arts (BA) degree. Upon completion of a biology major, a student will have been exposed to a broad background in biology while having had the opportunity to explore specific areas of interest through a senior thesis project. A degree in biology allows a student to pursue careers in education, research, medicine, biotechnology, conservation and industry either through immediate entry into the career or after further study at the graduate level. For biology majors, formal admission into the degree program requires the completion of three biology courses of at least 4 credit hours each, including BIO 133 and 134 or the equivalent; a GPA minimum of 2.5 in biology and 2.5 overall; and a formal application including a self-assessment form. Only after

admission into the program can students enroll in BIO 360 and begin their four-semester Senior Thesis.

The department also offers opportunities for study outside the traditional major. Those interested in careers in a health-related field may pursue a premedicine minor or may add courses appropriate for preparation for graduate work in the biomedical field of interest. Further information is available in the pre-professional section of the catalog.

Students who wish to receive certification to teach biology in grades 9-12 in the state of Missouri may complete a major in secondary education along with either a major in biology or a minor in premedicine. Additional course requirements and procedures to be followed in obtaining teacher certification are included in the Student Handbook for Teacher Certification. Alternatively, students may complete a BA degree with a major in biology followed by a Master of Arts in Teaching degree. Specific course requirements for all certification programs may be obtained from the Education Department.

## Required Courses

### The Core

BIO 133	Evolution and Ecology (4) and Lab (1)
BIO 134	Biological Diversity (4) and Lab (1)
BIO 135	So, You Want To Be a Biologist? (1)
BIO 233	Cell & Molecular Biology (4) and Lab (1)
BIO 234	Genetics (4) and Lab (1)

### Upper-level Electives

#### **Cellular category:**

Two of the following courses:

BIO 321	Microbiology (4) and Lab (1)
BIO 324	Developmental Biology (4) and Lab (1)
BIO 452	Molecular Genetics (4) and Lab (1)
CHE 450	Biochemistry (4) and Lab (1)

#### **Organismal category:**

One of the following animal courses:

BIO 312	Entomology (4) and Lab (1)
BIO 314	Herpetology (4) and Lab (1)
BIO 316	Biogeography (4) and Lab (1)
BIO 357	Animal Behavior (4) and Lab (1)
BIO 404	Plant-Animal Interactions (4) and Lab (1)
BIO 453	Ecology (4) and Lab (1)

One of the following plant courses:

BIO 310	Plant Biology (4) and Lab (1)
BIO 316	Biogeography (4) and Lab (1)
BIO 404	Plant-Animal Interactions (4) and Lab (1)
BIO 453	Ecology (4) and Lab (1)



## Biology *continued*

An upper-level class can be counted in only a single category.

### Senior Thesis

BIO 360, 361, 460, 461 (1 hour each)

### Cognate Field Courses Required:

CHE 122                    General Chemistry II (4) and Lab (1)  
PHY 111                    College Physics I (4) and Lab (1)  
                                 or PHY 112                    College Physics II (4) and Lab (1)

Strongly recommended:

CHE 301                    Organic Chemistry I (4) and Lab (1)  
MAT 109                    Calculus I (4)

A second semester of physics and lab

Only grades of C- or higher will be accepted as satisfying the biology major requirements. Courses in biology that are more than 10 years old will not normally be counted toward the major.

## Course Descriptions

Students should expect to be required to enroll simultaneously in both lecture and laboratory components of a particular course.

The sequencing of upper level (300-400) courses is complex, but information on future offerings can be obtained from the biology department's academic advisors.

### **BIOLOGY**

#### **BIO 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 micro-evolutionary processes. Required of all biology majors. Fall semester.

#### **BIO 133L Evolution and Ecology Laboratory** (1 cr. hr.)

#### **BIO 134 Biological Diversity** (4 cr. hrs.)

A survey of living organisms examining the 3 domains of life (Bacteria, Archaea and Eukarya) with emphasis on Eukaryotes including protists, fungi, plants and animals. The course will focus on methods for estimating phylogeny, structure and function of physiological systems and ecological and economic importance of organisms. The morphology and physiology of plants and animals will

be covered, examining how these organisms cope with environmental stresses. Required of all biology majors. Spring semester.

#### **BIO 134L Biological Diversity Laboratory** (1 cr. hr.)

#### **BIO 135 So, You Want To Be a Biologist?** (1 cr. hr.)

An introduction to skills necessary to be a successful biology major, including computer literacy, library research and scientific writing. 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. Required of all biology majors. This class is graded on a pass/fail basis for all students. Fall semester.

#### **BIO 233 Cell and Molecular Biology** (4 cr. hrs.)

An introduction to the cellular and molecular levels of biological organization. Students will investigate the numerous, complex events that 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. Required of all biology majors. Prerequisite: CHE 122 or current enrollment. Fall semester.

#### **BIO 233L Cell and Molecular Biology Laboratory** (1 cr. hr.)

#### **BIO 234 Genetics** (4 cr. hrs.)

This course involves the study of classical, population and introductory molecular genetics. Classical genetics will include the study of Mendelian genetics, chromosomal and cytogenetics and quantitative inheritance. Introductory molecular genetics will include technological applications, genome editing and bioinformatics. Student learning will occur mainly by solving problems, group work and investigative laboratories. Required of all biology majors. Prerequisites: BIO 233; CTI mathematics. Spring semester.

#### **BIO 234L Genetics Laboratory** (1 cr. hr.)

#### **BIO 310 Plant Biology** (4 cr. hrs.)

A survey of photosynthetic organisms, including their morphology, physiology, ecology, systematics and economic importance. Prerequisite: BIO 133 or 134. Fall of odd-numbered years.

## Biology *continued*

### **BIO 310L Plant Biology Laboratory (1 cr. hr.)**

### **BIO 312 Entomology (4 cr. hrs.)**

A study of the morphology, life histories, evolution and ecological and economic significance of the major insect groups. Prerequisites: BIO 133 and 134.

### **BIO 312L Entomology Laboratory (1 cr. hr.)**

### **BIO 314 Herpetology (4 cr. hrs.)**

Herpetology is the study of the biology of amphibians and reptiles. While we recognize that birds are technically reptiles, we follow the traditional division of vertebrates because the biology of birds is typically covered in ornithology courses. This course will cover all aspects of the biology of amphibians and reptiles including taxonomy; systematics and identification; biogeography; evolutionary biology; ecology; behavior; physiology; morphology; reproductive biology; and conservation. The laboratory portion of the course will concentrate on field collecting and identifying amphibians and reptiles, curating collections of amphibians and reptiles, and a research project involving amphibian and reptile species diversity at a local nature sanctuary. Prerequisites: BIO 133 and 134. Spring of odd-numbered years.

### **BIO 314L Herpetology Laboratory (1 cr. hr.)**

### **BIO 316 Biogeography (4 cr. hrs.)**

This course examines the peculiarities in geographical distribution of species, which have fascinated biologists for centuries. The course will examine the answers to questions about species distribution (such as asking why giant salamanders occur only in the Ozarks and China) from geological, ecological and evolutionary perspectives. By the end of the course, students will know where major groups of organisms live and the major scientific theories explaining these patterns. Furthermore, students will be able to pose biogeographical hypotheses and test those hypotheses quantitatively. Prerequisite: BIO 133.

### **BIO 316L Biogeography Laboratory (1 cr. hr.)**

### **BIO 321 Microbiology (4 cr. hrs.)**

Study of the structure, physiology, genetics, taxonomy and ecology of microbes, to include Eukarya, Prokarya and viruses, including study of the immune response to those agents. Prerequisites: BIO 233; CHE 122 or current enrollment in CHE 122. Fall of even-numbered years.

### **BIO 321L Microbiology Laboratory (1 cr. hr.)**

### **BIO 324 Developmental Biology (4 cr. hrs.)**

The study of cellular and molecular events in the course of animal development. The course will emphasize cellular and molecular events in gametogenesis, fertilization and development of complex organisms from a fertilized egg. We will investigate a diversity of mechanisms, ranging from ones that regulate fertilization to those governing differentiation, growth and morphogenesis of organ systems. This course will also cover the following concepts relevant to stem cell biology: pluripotent cell types, pluripotency and reprogramming, stem cells and cancer, therapeutics and ethics. Fall of odd-numbered years.

### **BIO 324L Developmental Biology Laboratory (1 cr. hr.)**

### **BIO 357 Animal Behavior (4 cr. hrs.)**

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

### **BIO 357L Animal Behavior Laboratory (1 cr. hr.)**

### **BIO 404 Plant-Animal Interactions (4 cr. hrs.)**

This course involves an investigation into how plants are influenced by their interactions with animals. The course will cover mutualistic interactions such as pollination, seed dispersal and protection, as well as antagonistic interactions such as herbivory. Our investigations will delve into the proximate (ecological) and ultimate (evolutionary) implications for plants of these two types of interactions. The coursework will include reading and discussion of the primary literature and an independent research project developed and implemented by the students looking at the ecology of plant-animal interactions. Prerequisites: BIO 134.

### **BIO 404L Plant-Animal Interactions Laboratory (1 cr. hr.)**

### **BIO 440 Bioinformatics (4 cr. hrs.)**

This course represents the capstone course in bioinformatics taken by Data Science majors choosing the Bioinformatics emphasis. This course will introduce students to the breadth of the field of bioinformatics, and to major concepts underpinning the field. Emphasis will be placed upon the creative integration of bioinformatics with data science skills acquired in prerequisite courses. This integration of topics and skills will be used by each

## Biology *continued*

student to solve a practical problem in bioinformatics. The project will require the construction of bioinformatic files, interpretation of bioinformatic information, and the translation of bioinformatic results into actionable conclusions. Prerequisites: DTS 200, DTS 218, DTS 350, [BIO 321 & BIO 321L] or [BIO 452 & BIO 452L] or concurrent enrollment.

### **BIO 452 Molecular Genetics (4 cr. hrs.)**

A detailed experimental analysis of the molecular biology of genes. Emphasis will be placed on principles of gene manipulation and its associated techniques. Topics will include the molecular mechanisms of DNA replication, recombination and repair, the process and regulatory control of gene expression, the characterization and generation methods of mutations, genetic analytical tools and gene transfer processes. Prerequisite: BIO 234. Spring of odd-numbered years.

### **BIO 452L Molecular Genetics Laboratory (1 cr. hr.)**

One laboratory session each week emphasizing molecular techniques to manipulate DNA and analyze gene function and/or expression.

### **BIO 453 Ecology (4 cr. hrs.)**

The study of ecological principles and how they relate to population, community and ecosystem 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. Saturday field trips or trips covering several days may occur. Prerequisite: BIO 133. Fall of even-numbered years.

### **BIO 453L Ecology Laboratory (1 cr. hr.)**

### **BIO 360, 361, 460, 461 Senior Thesis (1-3 cr. hrs. each)**

A four-course laboratory, field or library research project is required for the major. BIO 360, the first course in the Senior Thesis sequence, is generally taken the fall of the junior year and will involve mainly library research. BIO 461 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 will involve library and lab, field, or computer-based research. Prerequisites: admission to the major and GPA minimum of 2.5 in biology and 2.5 overall.

## **BIOMEDICAL SCIENCES**

Courses in the biomedical sciences do not meet any formal requirements of the biology or biochemistry majors. They are designed primarily for students in allied-health fields and for students who are preparing for graduate-level work in health care.

### **BMS 111 Preparing for the Medical Professions (1 cr. hr.)**

This course is designed for any first-year student interested in pursuing a career as a physician, physician assistant, dentist, optometrist, physical therapist or veterinarian. After exploring the spectrum of medical professions and the characteristics of competitive applicants to medical professional schools, each student will begin writing a personal statement for her/his future application. Additionally, the course exposes students to a variety of current issues in healthcare, including topics related to bioethics, clinical trials and cultural competency. By the end of the course, students will better understand their intended medical profession and how to prepare a compelling application for that program. There are no prerequisites for this course; however, instructor's consent is required for any non-first year students to register. Fall semester.

### **BMS 126 Introduction to Microbiology (4 cr. hrs.)**

The structure, genetics and physiology of microbes will be explored. This basic knowledge will be utilized to: 1) understand how microbes interact with their environment, including how they interact with humans to promote health or disease, and 2) explore how chemical agents and our own immune system work to kill pathogenic microbes. Prerequisite: CHE 113 or an equivalent course. Spring semester. A course at another institution that has an online laboratory will not be accepted as a substitute for BMS 126 and 126L.

### **BMS 126L Introduction to Microbiology Laboratory (1 cr. hr.)**

The laboratory will introduce the methods used to isolate, culture, stain, visualize and measure microorganisms.

### **BMS 200 Exercise Physiology (3 cr. hrs.)**

A study of the immediate and long-range effects of physical activity on the muscular, respiratory, circulatory, nervous and metabolic systems. Laboratories are included.

## **Biology** *continued*

### **BMS 243 Human Anatomy (4 cr. hrs.)**

An introduction to the form of the human body. A comprehensive study of the structure of all eleven organ systems of the human body. While the study of anatomy requires a good deal of memorization, the focus of this course will be to emphasize structure as it relates to function. A course at another institution that has an online laboratory will not be accepted as a substitute for BMS 243 and 243L. Spring semester.

### **BMS 243L Human Anatomy Laboratory (1 cr. hr.)**

### **BMS 250 Human Physiology (4 cr. hrs.)**

A comprehensive study of the function of all organ systems of the human body with a focus on their role in maintaining a constant internal environment (homeostasis). Prerequisite: CHE 113 or CHE 121. Fall semester. A course at another institution that has an online laboratory will not be accepted as a substitute for BMS 250 and 250L. Fall semester.

### **BMS 250L Human Physiology Laboratory (1 cr. hr.)**

The laboratory supplements and reinforces the material introduced in lecture through the use of case studies and laboratory activities.

# Business and Leadership

## The F. Gilbert Antoine Department of Business and Leadership

Chair: Professor Kelli Schutte

Associate Professors: Yuriy Bots and

Christopher McCullick

Assistant Professors: Tabetha Hazels, Kevin Shaffstall and Thomas Vansaghi

>> [www.jewell.edu/accounting](http://www.jewell.edu/accounting)

>> [www.jewell.edu/business-administration](http://www.jewell.edu/business-administration)

>> [www.jewell.edu/economics](http://www.jewell.edu/economics)

>> [www.jewell.edu/nonprofit-leadership](http://www.jewell.edu/nonprofit-leadership)

The department offers majors in the areas of Economics and Nonprofit Leadership that lead to the Bachelor of Arts (BA) degree. The department offers majors in the areas of Accounting and Business Administration that lead to the Bachelor of Science (BS) degree. The department also offers minors in Business Administration, Economics, Entrepreneurial Leadership, Integrated Healthcare Management and Nonprofit Leadership. Courses in business-related areas that are more than 10 years old will not normally be counted toward a major or minor.

## The Majors

### ACCOUNTING

#### Goals for Student Learning

Graduates obtaining the Bachelor of Science degree with a major in Accounting will be proficient in the following areas:

- Critical Thinking – Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts and events before accepting or formulating an opinion or conclusion.
- Multiple Framing – the ability to analyze individuals, systems and/or societies through multiple frames of reference.
- Reflective Exploration of Meaning – to raise questions, recognize the human side of business and approach things in an ethical manner.
- Practical Reasoning – system processes to inform policy, decision making and practical approaches to human and institutional issues across multiple contexts.

Students seeking a BS degree with a major in accounting must achieve a grade of C- or better in each course required for the major. First-year students who plan to major in Accounting are encouraged to take ACC 111,

Fundamentals of Financial Accounting, during the spring of their first year. Transfer credit, awarded on a case-by-case basis, may be applied toward required courses in the major upon review by Jewell accounting faculty.

#### Required Courses

ACC 111	Fundamentals of Financial Accounting (4)
ACC 311	Intermediate Financial Accounting I (4)
ACC 312	Intermediate Financial Accounting II (4)
ACC 335	Income Tax (4)
ACC 341	Cost Management Accounting I (4)
ACC 342	Cost Management Accounting II (2)
ACC 405	Accounting Research and Application (2)
ACC 406	Accounting Information Systems (2)
ACC 411	Advanced Financial Accounting (2)
ACC 421	Governmental and Not-for-Profit Accounting (2)
ACC 431	Auditing (4)
BUS 101	Business Foundations (2)
BUS 202	Principles of Management (4)
BUS 231	Business Law and Ethics (4)
BUS 315	Financial Management (4)
ECO 101	Principles of Microeconomics (4)
ECO 202	Principles of Macroeconomics (4)

One of the following\*:

ACC 481	Accounting Internship (4)
BUS 3xx	300-level BUS course besides BUS 315 (4)
BUS 481	Business Internship (4)
ECO 308	Managerial Economics and Quantitative Analysis (4)

\* A course chosen here cannot also be used in a student's minor.

#### Accounting Professional Program

Students interested in obtaining their CPA (Certified Public Accountant) license are advised to indicate their intent to be involved in the Accounting Professional Program. The Accounting Professional Program is an advisory program designed to inform students about the requirements to obtain one's CPA license in the state of Missouri and to assist students in devising a plan that will allow them to meet the educational requirements to both sit for the CPA exam and apply for one's CPA license in the state of Missouri.

Educational requirements to both sit for the CPA exam and obtain one's CPA license vary state-by-state. While the Accounting Professional Program is designed to develop a plan that meets the educational requirements to both sit for the CPA exam and apply for one's CPA license in the

## Business and Leadership *continued*

state of Missouri, a determination has not been made as to whether or not the Accounting Professional Program will assist students in meeting the educational requirements for CPA licensure in any other state or jurisdiction. See below for a full listing of the jurisdictions for which a determination has not been made.

Applicants seeking to sit for the CPA exam in the state of Missouri may do so after obtaining 120 college semester credit hours (including specific coursework); however, in order to apply for one's CPA license (after passing the CPA exam) in the state of Missouri, one must obtain 150 college semester credit hours (including specific coursework). In the Accounting Professional Program, students will work closely with an advisor to develop an educational plan that will allow one to complete 150 college semester credit hours and meet the educational requirements necessary to both sit for the CPA exam and apply for one's CPA license in the state of Missouri. Please contact Professor Chris McCullick for further information.

A determination has not been made as to whether or not the Accounting Professional Program meets the educational requirements to sit for the CPA exam and/or to apply for one's CPA license in Alabama, Alaska, Arizona, Arkansas, California, Commonwealth of Northern Mariana Islands, Colorado, Connecticut, Delaware, Washington – District of Columbia, Florida, Georgia, Guam, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Puerto Rico, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, the U.S. Virgin Islands, Virginia, Washington, West Virginia, Wisconsin, Wyoming, or American Samoa.

### **BUSINESS ADMINISTRATION**

#### **Goals for Student Learning**

Graduates obtaining the Bachelor of Science degree with a major in Business Administration will be proficient in the following areas:

- **Critical Thinking** – Students will develop a comprehensive understanding of how to make decisions. This will be done through critical analysis of material in order to evaluate evidence, engage multiple perspectives, construct reasoned arguments and communicate conclusions.
- **Reflective Exploration of Meaning** – the ability to see things beyond utility and to wrestle with the self-reflective aspects of learning, to raise questions,

recognize the human side of business and approach business problems with an understanding of organizational mission.

- **Practical Application** – communicate how key theoretical principles can be used to explain individual, organizational and system processes to inform business policy. Students will utilize these approaches to solve business problems.

#### **Required Courses**

ACC 111	Fundamentals of Financial Accounting (4)
ACC 341	Cost Management Accounting I (4)
BUS 101	Business Foundations (2)
BUS 102	The Practice of Business (2)
BUS 202	Principles of Management (4)
BUS 231	Business Law and Ethics (4)
BUS 301	Human Resource Management (4)
BUS 305	Marketing Principles (4)
BUS 315	Financial Management (4)
BUS 402	Seminar: The Theory and Practice of Business (2)
BUS 406	Business Problems and Policies (4)
ECO 101	Principles of Microeconomics (4)
ECO 202	Principles of Macroeconomics (4)
ECO 308	Managerial Economics and Quantitative Analysis (4)

Students must earn a grade of C- or higher in each of these required courses. Majors in Business Administration who transfer classes to Jewell to substitute for any of the above requirements must earn a minimum of 45 hours in ACC/BUS/ECO courses.

### **ECONOMICS**

#### **Goals for Student Learning**

Graduates obtaining the Bachelor of Arts (BA) degree with a major in Economics will:

- understand and use the economic concepts that the American Economics Association has suggested be included in an economics major;
- understand how to apply economic methods within a business decision-making framework; and
- complete a major research project in which they apply general economic methods in a specific field of economics.

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 a BA program. Students whose primary major leads to a Bachelor of Science degree and who wish to add Economics as an additional major may follow the core requirements for the BS degree.



## Business and Leadership *continued*

### Required Courses

ECO 101	Principles of Microeconomics (4)
ECO 202	Principles of Macroeconomics (4)
ECO 307	Intermediate Macroeconomics (4)
ECO 308	Managerial Economics and Quantitative Analysis (4)
ECO 326	Econometrics (4)
ECO 451	Seminar in Economics (4)
MAT 109	Calculus I (4)

Eight hours chosen from the following list of courses\*:

ECO 310	Special Topics in Economics (1-4)
ECO 324	Labor Economics (4)
ECO 329	Economic Development (4)
ECO 330	Introduction to International Political Economy (4)
ECO 402	Money and Banking (4)
ECO 404	International Economics (4)
ECO 410	Special Topics in Economics (1-4)
ECO 481	Internship in Economics (1-6)
GEO 304	Economic Geography (4)
IHC 212	Fundamentals of Health Care Economics (4)
POL 225	Reforming the American Economy (4)

*\*Courses chosen here cannot also be used in a student's minor.*

### NONPROFIT LEADERSHIP

#### Goals for Student Learning

Graduates obtaining the Bachelor of Arts (BA) degree with a major in Nonprofit Leadership will:

- develop knowledge of the scope, diversity and significance of the nonprofit sector including its philosophical and historical underpinnings and contemporary context;
- develop the requisite functional expertise to manage nonprofit organizations;
- understand the components of leadership theory including the legal, ethical and social responsibilities involved in nonprofit leadership; and
- develop an understanding of the essential role nonprofits play in civil society where citizens in a democracy voluntarily engage to advance common goals.

The interdisciplinary major in Nonprofit Leadership is designed to prepare students for professional careers in the nonprofit sector. The major builds on the Critical Thinking and Inquiry (CTI) curriculum and leads to a BA degree.

Students are encouraged to choose a second language related to their nonprofit interests for the language requirement. Students who earn a BS degree in conjunction with their primary major may earn a second major in Nonprofit Leadership by fulfilling the academic core requirements for the BS degree and all Nonprofit major requirements listed below.

### Required Courses

ACC 111	Fundamentals of Financial Accounting (4)
BUS 202	Principles of Management (4)
BUS 231	Business Law and Ethics (4)
BUS 305	Marketing Principles (4)
COM 260	Organizational Communication (4)
LSP 100	Introduction to Philanthropy, Volunteerism & Nonprofit Sector (2)
LSP 250	Leadership: Cornerstone Course (2)
LSP 270	Nonprofit Governance & Volunteer Management (2)
LSP 320	Nonprofit Board and Committee Development (2)
LSP 360	Nonprofit Advocacy and Public Policy (2)
LSP 401	Nonprofit Law and Risk Management (3)
LSP 460	Financial Development for Nonprofit Organizations (3)

Electives must be selected from the following list to reach a minimum of 44 hours in the major\*:

BUS 455	Advanced Consulting Engagement (4)
LSP 210	Nonprofit Leadership Special Topics (1)
LSP 261	Nonprofit Leadership Association (0.5)
LSP 390	Meeting Facilitation and Strategic Planning (2)
LSP 475	Nonprofit Leadership: Internship (3)
LSP 490	Nonprofit Leadership Institute (1)
PSY 205	Developmental Psychology: Childhood (2)
PSY 206	Adolescent and Adult Development (2)
LSP 101	Meeting Human Needs and Alleviating Suffering (2)
LSP 201	Strategies and Resources for Meeting Human Needs (2)

*\*Courses chosen here cannot also be used in a student's minor.*

Students who complete this major should strongly consider completing the William Jewell College Nonprofit Leadership Certificate and enrolling in LSP 261, but this is not required.



## Business and Leadership *continued*

Notes:

1. Pryor Fellows who elect this major may substitute LSP 251 and LSP 350 for COM 260. They may also substitute LSP 300 (Volunteer Internship) and LSP 301 (Vocational Internship) for LSP 475, if the selected experiences are in the nonprofit sector and meet the common criteria in regard to hours, location and learning outcomes.
2. Students seeking the Nonprofit Leadership Certificate will be required to take LSP 261 for a minimum of 3 semesters unless approved by Nonprofit Leadership Student Association Campus Director. Students are permitted to take LSP 261 up to 8 semesters. Up to 4 hours of credit from LSP 261 can count toward the Nonprofit Leadership major.
3. Students cannot earn both the Nonprofit Leadership major and minor.

## The Minors

### BUSINESS ADMINISTRATION

The minor requires 18 hours of business exposure. The Business minor will not be available to Business or Accounting majors.

#### Required Courses

ACC 111	Fundamentals of Financial Accounting (4)
BUS 101	Business Foundations (2)
BUS 202	Principles of Management (4)
ECO 101	Principles of Microeconomics (4)

and one of the following designated electives\*:

BUS 231	Business Law (4)
BUS 301	Human Resource Management (4)
BUS 305	Marketing Principles (4)
BUS 315	Financial Management (4)

\* *The student must choose a course here that is not used to meet a requirement of the student's major or of another minor.*

### ECONOMICS

#### Required Courses

ECO 101	Principles of Microeconomics (4)
ECO 202	Principles of Macroeconomics (4)
ECO 307	Intermediate Macroeconomics (4)
ECO 308	Managerial Economics and Quantitative Analysis (4)

One course from the following list\*:

GEO 304	Economic Geography (4)
IHC 212	Fundamentals of Health Care Economics (4)
POL 225	Reforming the American Economy (4)
An additional 300- or 400-level ECO course* (4)	

Because of the overlap between programs, students majoring in Business Administration, in addition to the above requirements, must complete a second 4-hour course from the list of designated electives in order to earn a minor in economics.

A student earning a major in Data Science with an emphasis in Economic Analysis is not permitted to minor in economics.

\* *A course that is used to meet a requirement of the student's major or of another minor cannot be chosen to apply to this minor.*

### ENTREPRENEURIAL LEADERSHIP

As part of this minor, students will be gaining common competencies such as critical thinking skills (assessing opportunities), creativity (new venture creation), analytical inquiry (researching and assessing feasibility) and communication fluency (sharing results and seeking support). In addition, they will be gaining in disciplinary knowledge as they further their skills in the field of entrepreneurship.

#### Learning Outcomes

Through this minor students will:

- develop a mindset that seeks new opportunities, innovative methods and positive change;
- develop and apply skills that allow for change to occur in an effective and productive manner; and
- apply knowledge to an organizational context.

#### Required Courses

Mindset Development - 4 hours from the following courses:

ENT 100	Personal Development (2)
ENT 101	Opportunity Identification (2)
ENT 102	Problem-Solving (2)
ENT 103	Risk Assessment (2)

## Business and Leadership *continued*

### Skill Development

BUS 305	Marketing (4)
plus 4 hours from the following list*:	
ENT 200	Design Thinking (2)
ENT 201	Prototyping Development (1)
ENT 202	Lean Process (2)
ENT 205	Project Management (2)
ENT 206	Systems Thinking (2)
ENT 207	Change Management (2)
ENT 362**	New Venture Creation (2)
LSP 250	Leadership Cornerstone (2)
LSP 350	Leadership Capstone (2)
LSP 460	Financial Development for Nonprofit Organizations (3)

### Application

ENT 481	Entrepreneurial Field Experience (4-8)
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\* The student must choose courses here that are not used to meet a requirement of the student's major or of another minor.

\*\* ENT 362 is required of any students who are not majors in Business Administration.

## INTEGRATED HEALTH CARE MANAGEMENT

### Goals for Student Learning

The minor in Integrated Health Care Management is designed to provide students with the ability to use management and leadership concepts to identify business strategies in health care that are both professional and ethical. The program also provides students with the skills needed to recognize and articulate knowledge of health care as an organization and to demonstrate critical thinking skills needed to identify, analyze and evaluate appropriate solutions for health care business problems.

### Required Courses

IHC 100	Health Care Leadership (2)
IHC 102	Health Care and its Role In Society (2)
IHC 211	Fundamentals of Health Care Finance (4)
IHC 212	Principles of Health Care Economics (4)
IHC 302	Health Care Management (4)

## NONPROFIT LEADERSHIP

Students wishing to obtain a minor in Nonprofit Leadership will be majoring in other areas but have an interest in the nonprofit world, with representative organizations such as hospitals, human service organizations, international non-governmental organizations and many others.

### Required Courses

ACC 111	Fundamentals of Financial Accounting (4)
BUS 305	Marketing Principles (4)
COM 260	Organizational Communication (4)
or BUS 202*	Principles of Management (4)
LSP 100	Introduction to Philanthropy, Volunteerism, & Nonprofit Sector (2)
LSP 250	Leadership: Cornerstone Course (2)
LSP 270	Nonprofit Governance & Volunteer Management (2)
LSP 300	Volunteer Internship (1)
LSP 320	Nonprofit Board and Committee Development (2)

\* If either of these courses is used to meet a requirement of the student's major or of another minor, the other must be chosen for this minor.

### Notes:

1. Pryor Fellows who elect this minor may substitute LSP 251 and LSP 350 for COM 260.
2. Students who complete this minor should strongly consider completing the William Jewell College Nonprofit Leadership Certificate, but this is not required.

## Course Descriptions

### ACCOUNTING

#### ACC 111 Fundamentals of Financial Accounting (4 cr. hrs.)

Measuring, processing, analyzing and interpreting elements of the four basic financial statements. Recommended prerequisites: CTI 105, MAT 107 or MAT 109. Accounting majors are encouraged to take ACC 111 during the spring semester of their first year.

#### ACC 210 Special Topics in Accounting (1 – 4 cr. hrs.)

Special topics in accounting will cover areas of current relevance in the dynamic field of accounting. This course allows the student to study in depth an area only briefly covered in the regular curriculum or to study an advanced, currently relevant topic that would not normally be covered in the regular course offerings. Topics will vary from semester to semester. Students may receive credit for ACC 210 more than once when the topic has changed.

## **Business and Leadership** *continued*

### **ACC 311 Intermediate Financial Accounting I (4 cr. hrs.)**

Application of accounting theory, standards, principles and procedures for understanding financial accounting. Study of the objectives of external financial statements and professional accounting. Particular emphasis on assets, liabilities and corporate capitalization. Prerequisite: ACC 111 with a grade of C- or better.

### **ACC 312 Intermediate Financial Accounting II (4 cr. hrs.)**

Continuation of ACC 311 with study including pensions, leases, accounting changes, income recognition, deferred taxes and cash flow. Inclusion of professional projects. Prerequisite: ACC 311 with a grade of C- or better.

### **ACC 335 Income Tax (4 cr. hrs.)**

Theoretical basis for taxation from laws and regulations, determination of taxable income, deductions, exclusions and study of and filing returns. Prerequisite: ACC 111 with a grade of C- or better.

### **ACC 341 Cost Management Accounting I (4 cr. hrs.)**

Fundamentals of managerial cost accounting including cost/benefit analysis, behavioral considerations, cost-volume-profit analysis, ethics, management control systems, performance measurements, basic costing systems, budgeting, allocation processes, different costs for different purposes and strategic analysis. Prerequisite: ACC 111 with a grade of C- or better. Recommended: ECO 101.

### **ACC 342 Cost Accounting II (2 cr. hrs.)**

Continuation of ACC 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. Prerequisite: ACC 341 with a grade of C- or better.

### **ACC 360 Independent Studies in Accounting (1-4 cr. hrs.)**

Opportunities to pursue study in topics of particular interest are provided in independent studies with consent of instructor. Recommended prerequisite: ACC 111.

### **ACC 405 Accounting Research and Application (2 cr. hrs.)**

Students will reflect, analyze and assess their experiences through the understanding and assessment of accounting standards. They will look at the fundamental questions of the field, how the standards influence the discipline, and the impact of the standards on the practice of accounting.

Readings and regulation requirements will be used to revisit some of the fundamental questions presented throughout the accounting curriculum. These readings will link the theory to the application of these ideas in their own experiences as well as a preview of what they will experience in the professional life. Prerequisite: ACC 312 with a grade of C- or better.

### **ACC 406 Accounting Information Systems (2 cr. hrs.)**

Organization and implementation of information technology for the collection, organization, and presentation of accounting information with an experiential education and application of systems thinking. Prerequisite: ACC 311 (can be taken concurrently).

### **ACC 410 Special Topics in Accounting (1 -4 cr. hrs.)**

Special topics in accounting will cover areas of current relevance in the dynamic field of accounting. This course allows the student to study in depth an area only briefly covered in the regular curriculum or to study an advanced, currently relevant topic that would not normally be covered in the regular course offerings. Topics will vary from semester to semester. Students may receive credit for ACC 410 more than once when the topic has changed.

### **ACC 411 Advanced Financial Accounting (2 cr. hrs.)**

Accounting for partnerships, international transactions and consolidated corporate entities. Prerequisite: ACC 312 with a grade of C- or better.

### **ACC 421 Governmental and Not-for-Profit Accounting (2 cr. hrs.)**

Accounting for not-for-profit organizations and state and local governments. Prerequisite: ACC 111 with a grade of C- or better.

### **ACC 431 Auditing (4 cr. hrs.)**

Study of the role of the external auditor in the financial markets, the environment in which the auditor operates, audit risk assessment, planning and auditing procedures, audit sampling and audit reports. Prerequisites: ACC 312 with a grade of C- or better.

### **ACC 460 Independent Studies in Accounting (1-4 cr. hrs.)**

Opportunities to pursue study in topics of particular interest are provided in independent studies with consent of instructor. Recommended prerequisite: ACC 111.

## **Business and Leadership** *continued*

### **ACC 481 Internships (1-6 cr. hrs.)**

Experiential learning opportunities with approved business sponsors. Enrollment is with instructor consent through regular registration process. Evaluation is by letter grade through assessment of weekly journals, written evaluation by accounting or business supervisor and a final reflection paper. Students must commit to a work schedule of 45 contact hours for every credit hour sought. This course may be repeated. A maximum of 6 hours of ACC 481 can be counted towards graduation. Project work assignments are expected where students can apply classroom knowledge to real business challenges.

### **BUSINESS ADMINISTRATION**

#### **BUS 101 Business Foundations (2 cr. hrs.)**

The course will begin with a look at what business is, what business should be and what business could be. As students begin to define what business is and its role in society, they will also wrestle with their own role within business. This will be done by assessing the various needs of business, becoming an agent and assessing fit within the context of business. This course should be the first course in the business major.

#### **BUS 102 The Practice of Business (2 cr. hrs.)**

The course will provide students with a working knowledge of project management skills, problem solving ideation and implementation. The students will be utilizing case studies to assess problem solving techniques and apply this knowledge in group projects. This course will serve as an introduction to the experiential nature of the business major.

#### **BUS 202 Principles of Management (4 cr. hrs.)**

This course offers a historical and contemporary look at key management principles. The four functions of management—planning, organizing, leading and controlling—are utilized as the lens to view a multitude of contemporary business issues and practices. Course readings, case studies, lecture, discussion and presentations by visiting professionals are all used to deliver a comprehensive overview of the management function. Additionally, students engage in research on emerging management topics. This course also includes a business communication lab. Sophomore standing required.

#### **BUS 205 Business of Sports (4 cr. hrs.)**

This introductory course examines the enterprise of sports. The course will emphasize the various aspects of business and how they uniquely intersect with the sports industry to solve sports business problems. These goals

will be accomplished through a range of class lectures, class discussions, challenging case studies, relevant guest speakers and possibly experiential learning opportunities. Spring Semester.

#### **BUS 210 Special Topics in Business (1-4 cr. hrs.)**

Special topics in business will cover areas of current relevance in the dynamic field of business. This course allows the student to study in depth an area only briefly covered in the regular curriculum or to study an advanced, currently relevant topic that would not normally be covered in the regular course offerings. Topics will vary from semester to semester. Students may receive credit for BUS 210 more than once when the topic has changed.

#### **BUS 231 Business Law and Ethics (4 cr. hrs.)**

This course offers a survey of legal topics necessary for managerial roles. These topics include contracts, employment law, safety, torts, business structures and various other topics relevant to managing business today. The topic of business ethics is used as a foundation to discuss and analyze the various legal components addressed. Prerequisite: BUS 101.

#### **BUS 301 Human Resources Management (4 cr. hrs.)**

This course is a survey of the major human resource management functions including legal concerns, planning, staffing, training and development, performance management, compensation, health and safety and employee and labor relations. Behavioral research in the area will be examined. Special application exercises or service-learning opportunities are used to enhance skill development. Prerequisites: BUS 202 and sophomore standing.

#### **BUS 305 Marketing Principles (4 cr. hrs.)**

This is a lecture- and discussion-based survey course providing an overview of the concepts, strategies, processes and participants involved in the exchange of goods and services. Topics include product development, market research, marketing management, global marketing strategy, ethics, consumer behavior, pricing, distribution and promotion. Project work in applying the marketing mix variables is used to validate learning. Prerequisites: BUS 202 and junior standing.

#### **BUS 315 Financial Management (4 cr. hrs.)**

This course is designed to introduce the general business student to the world of finance. Anyone involved with the management of a business needs to have a basic understanding of business finance. The course covers a variety of basic financial concepts, including the time

## **Business and Leadership** *continued*

value of money, asset valuation and risk and return in order to provide a framework for making rational business decisions. Students will learn to analyze and prioritize business opportunities and budget for capital expenditures and gain an understanding of financial planning and forecasting through analysis and simulation tools. This course will draw upon statistical concepts to assess and analyze financial decision-making. Prerequisites: ACC 111, BUS 202, ECO 202. Junior standing is required.

### **BUS 319 Applied Statistics (4 cr. hrs.)**

The results of statistical analyses of data are ubiquitous in today's information-saturated world. In addition, statistical analyses are more and more a part of daily life for scientists, businesspeople, educators, nurses, linguists, et al. Applied Statistics introduces students to statistical concepts (probability theory, sampling theory, distributions, hypothesis testing) and applies these concepts to the design of experiments, surveys, etc., and to the analysis of various forms of data. By the end of the course students should feel comfortable with basic statistical tests such as two-sample tests, Analysis of Variance regression, Analysis of Covariance and Repeated Measures Analysis. Students contemplating graduate work in a variety of fields in which quantitative data are employed will find this course to be useful. Cross-listed as DTS 218. Prerequisite: MAT 109.

### **BUS 360 Independent Studies in Business Administration (1-4 cr. hrs.)**

Opportunities to pursue study in topics of particular interest are provided in independent studies with consent of instructor, and are open to Business majors with a GPA of 3.0 or above.

### **BUS 402 Seminar: The Theory and Practice of Business (2 cr. hrs.)**

This course will provide opportunities for students to reflect together, analyze and assess their experiences throughout the business major. Each student will learn by reflecting on his/her own experiences both in and out of the classroom and by listening to other students' viewpoints and experiences. Students will begin to understand that there are common threads among their experiences and also see that there are important differences. Prerequisite: Senior status.

### **BUS 406 Business Problems and Policies (4 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 that involve the simultaneous consideration of many functional areas of business. Prerequisites: ACC 341,

BUS 231, 301, 305, 315, ECO 202, senior status and consent of instructor. This course should be taken during the last semester before graduation.

### **BUS 410 Special Topics in Business (1-4 cr. hrs.)**

Special topics in business will cover areas of current relevance in the dynamic field of business. This course allows the student to study in depth an area only briefly covered in the regular curriculum or to study an advanced, currently relevant topic that would not normally be covered in the regular course offerings. Topics will vary from semester to semester. Students may receive credit for BUS 410 more than once when the topic has changed.

### **BUS 430 Marketing Research (4 cr. hrs.)**

This study of research methodology will look at problem definition, sample design, questionnaire construction, gathering and interpreting of field and/ or secondary data and oral and written presentation of research findings and conclusions. Teams will be required to develop and complete a market research field study project while demonstrating professional consulting practices. Prerequisite: BUS 305.

### **BUS 440 Business Intelligence Capstone (4 cr. hrs.)**

The Business Intelligence Capstone will provide students within the business intelligence emphasis of the Data Science major the opportunity to bring together their obtained skills in a project-based environment. They will partner with a sponsoring organization to define a problem, apply data techniques to developing potential solutions, evaluate alternatives, propose solutions and present via visualization techniques to communicate and advocate for a solution that effectively applies the goals of the organization. The project will vary by the partnership needs and student's areas of focus. Cross-listed as ECO 440. Prerequisites: DTS 200, DTS 350. Spring Semester.

### **BUS 451 Seminar in Business Administration (4 cr. hrs.)**

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

### **BUS 455 Advanced Consulting Engagement (4 cr. hrs.)**

This is an experiential learning driven course in which students function as a consulting team on one or more live projects in the business world under the direction of a faculty member who acts as "managing partner." Student consulting teams engage a client early in the semester, determine the scope of the project and work together to deliver a findings report and recommendations to the client by the end of the semester. This course offers a challenging

## **Business and Leadership** *continued*

hands-on experience in a real business environment for highly motivated juniors and seniors who have successfully completed course work in all functional areas of business. Admission to the course is based on a competitive application process, with instructor consent required. Prerequisites: BUS 101, 305.

### **BUS 460 Independent Studies in Business Administration** (1-4 cr. hrs.)

Opportunities to pursue study in topics of particular interest are provided in independent studies with consent of instructor, and are open to Business majors with a GPA of 3.0 or above.

### **BUS 481 Internships** (1-6 cr. hrs.)

Experiential learning opportunities with approved business sponsors. Enrollment is with instructor consent through regular registration process. Evaluation is by letter grade through assessment of weekly journals, written evaluation by business supervisor and a final reflection paper. Students must commit to a work schedule of 45 contact hours for every credit hour sought. This course may be repeated. A maximum of 6 hours of BUS 481 can be counted towards graduation. Project work assignments are expected where students can apply classroom knowledge to real business challenges. Prerequisites: 3.0 GPA, completion of 60+ hours or instructor's consent.

## **ECONOMICS**

### **ECO 101 Principles of Microeconomics** (4 cr. hrs.)

This course is designed to introduce students to the discipline of economics, with an emphasis on microeconomics, which studies the behavior of the firm. The course covers a variety of economic concepts, including supply and demand analysis, consumer choice and cost of production. Students will gain an understanding of the basic models of product and labor markets and how these markets are affected by the competitive structure within which a firm operates.

### **ECO 202 Principles of Macroeconomics** (4 cr. hrs.)

This course covers fundamental aspects of economic principles that govern our economy in the United States. These topics include the national income accounts, commercial banking and the Federal Reserve System and government policies for achieving stable prices and full employment.

### **ECO 210 Special Topics in Economics** (1-4 cr. hrs.)

Special topics in economics will cover areas of current relevance in the dynamic field of economics. This course

allows the student to study in depth an area only briefly covered in the regular curriculum or to study an advanced, currently relevant topic that would not normally be covered in the regular course offerings. Topics will vary from semester to semester. Students may receive credit for ECO 210 more than once when the topic has changed.

### **ECO 307 Intermediate Macroeconomics** (4 cr. hrs.)

The course covers macroeconomic theories from 1890 to the present including classical theory, Keynesian theory, monetarism, new classical economics and modified versions of Keynesian theory. Additional topics include: the monetary system, labor markets, unemployment and inflation. The course concludes with discussions on macroeconomic policies, government debt, budget deficits and the financial system. Prerequisite: ECO 202.

### **ECO 308 Managerial Economics and Quantitative Analysis** (4 cr. hrs.)

This course is designed to enable students to apply economic theory and analysis to the decision-making process of business firms. As such, students will move from a theoretical to a practical understanding of microeconomics. The course uses a variety of analytical techniques (from the disciplines of calculus and statistics) in conjunction with microeconomic theory to find practical solutions to real-world business problems, including optimal production and pricing decisions, cost minimization strategies and the overall objective of maximizing shareholder wealth. Students will learn how these decisions are affected by the competitive structure within which a business operates. Prerequisites: ECO 101 and CTI math.

### **ECO 310 Special Topics in Economics** (1-4 cr. hrs.)

Special topics in economics will cover areas of current relevance in the dynamic field of economics. This course allows the student to study in depth an area only briefly covered in the regular curriculum or to study an advanced, currently relevant topic that would not normally be covered in the regular course offerings. Topics will vary from semester to semester. Students may receive credit for ECO 310 more than once when the topic has changed.

### **ECO 324 Labor Economics** (4 cr. hrs.)

This course covers supply and demand for labor, the determination of wages, how labor unions and governments intervene in labor markets, migration, discrimination, the job search process and unemployment. Prerequisite: ECO 101.



## **Business and Leadership** *continued*

### **ECO 326 Econometrics** (4 cr. hrs.)

This course covers the statistical tools needed to understand and conduct economic research. Topics include: the nature of econometrics and economic data, the simple regression model, multiple regression analysis, inference, multiple regression analysis with qualitative information (binary variables), heteroscedasticity, specification and data issues and instrumental variables. Students will use actual economic data to test economic theories by estimating economic models. Overall, this course will provide students with necessary skills to conduct their own empirical research by focusing on appropriate use of data, specification and estimation of econometric models. Prerequisites: MAT 109, ECO 101, ECO 202, ECO 307, ECO 308.

### **ECO 329 Economic Development** (4 cr. hrs.)

This 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. Students will be required to write a research paper in which they apply economic theory to a development area. Cross-listed with CTI 279. It is recommended that students enrolling in this course be eligible to take Level-II CTI courses.

### **ECO 330 Introduction to International Political Economy** (4 cr. hrs.)

This course provides an introduction to theories and issues in International Political Economy (IPE), a field that explores how interrelated political and economic forces shape the world. IPE is an interdisciplinary field that works to break down traditional disciplinary boundaries between political science and economics in order to provide a broad range of analytical tools for assessing the global economy. In this spirit, the course surveys a spectrum of interrelated global problems, including: international trade, international finance, financial crises, transnational corporations and foreign direct investment, globalization and national security, global inequality, sustainable development in the Global South, immigration and refugees, illicit economies, and gender in the global division of labor, among others. Learning how to identify and assess the underlying assumptions of research projects within the field of IPE is a key goal of the course. Students, overall, will learn useful tools for analyzing and assessing both historical developments and current policy debates related to the global economy. Cross-listed as POL 230.

### **ECO 360 Independent Studies in Economics (1-4 cr. hrs.)**

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

### **ECO 402 Money and Banking** (4 cr. hrs.)

This money and banking course covers the history and structure of the financial system, objectives and instruments of monetary policy and current monetary issues. Particular attention is given to the discussions about money, interest rates, the banking industry and financial institutions. Students will also learn about central banks across the world and global monetary policy. The course concludes with the study of international finance as well as current monetary policy challenges. Prerequisite: ECO 202 or consent of instructor.

### **ECO 404 International Economics** (4 cr. hrs.)

International economics spans the fields of international trade and international monetary economics. The international trade section of the course focuses on classical, neoclassical and modern trade theories. Gains from trade, empirical tests of the trade models and trade policies are discussed. Trade and developing countries concludes the discussions on international economics. International monetary economics covers balance of payments, foreign exchange markets, financial markets and monetary and fiscal policy in an open economy. The course concludes with discussions on exchange rate policies and the international monetary system. International economics provides students with an excellent opportunity to learn how trade, finance and monetary systems link countries in a global economy. Prerequisites: ECO 101 and ECO 202 or consent of instructor.

### **ECO 410 Special Topics in Economics** (1-4 cr. hrs.)

Special topics in economics will cover areas of current relevance in the dynamic field of economics. This course allows the student to study in depth an area only briefly covered in the regular curriculum or to study an advanced, currently relevant topic that would not normally be covered in the regular course offerings. Topics will vary from semester to semester. Students may receive credit for ECO 410 more than once when the topic has changed.

### **ECO 440 Economic Analysis Capstone** (4 cr. hrs.)

The Economic Analysis Capstone will provide students within the economic analysis emphasis of the Data Science major the opportunity to bring together their obtained skills in a project-based environment. They will partner with a sponsoring organization to define a problem, apply data techniques to developing potential solutions, evaluate



## Business and Leadership *continued*

alternatives, propose solutions and present via visualization techniques to communicate and advocate for a solution that effectively applies the goals of the organization. The project will vary by the partnership needs and student's areas of focus. Cross-listed as BUS 440. Prerequisites: DTS 200, DTS 350. Spring Semester.

### **ECO 451 Seminar in Economics** (4 cr. hrs.)

Each student will research an economic area, such as labor economics, development, banking or international economics and write a substantive research paper that emphasizes how specific economic theories can be applied in that area. Senior standing or consent of instructor.

### **ECO 460 Independent Studies in Economics (1-4 cr. hrs.)**

Opportunities to pursue study in topics of particular interest are provided in independent studies with consent of instructor. Prerequisites: ECO 101, 202.

### **ECO 481 Internships** (1-6 cr. hrs.)

Experiential learning opportunities with approved business sponsors. Enrollment is with instructor consent through regular registration process. Evaluation is by letter grade through assessment of weekly journals, written evaluation by business supervisor and a final reflection paper. Students must commit to a work schedule of 45 contact hours for every credit hour sought. This course may be repeated. A maximum of 6 hours of ECO 481 can be counted towards graduation. Project work assignments are expected where students can apply classroom knowledge to real business challenges. Prerequisites: 3.0 GPA, completion of 60+ hours or instructor's consent.

## **ENTREPRENEURSHIP**

### **ENT 100 Personal Development** (2 cr. hrs.)

Developing as an entrepreneur requires that you first understand yourself and the strengths and areas of development you will bring into the process. This course provides the opportunity to understand the mindset of an entrepreneur, engage in self-assessment activities and analysis and develop an understanding of how you would best function as an entrepreneur.

### **ENT 101 Opportunity Development** (2 cr. hrs.)

Using proven content, methods, and models for new venture opportunity assessment and analysis, students will learn how to identify and analyze entrepreneurial opportunities; enhance your entrepreneurial mindset; improve your strategic decision-making; and build innovative business models. Our goal is to demystify the startup process, and to help you build the skills to identify and act on innovative opportunities now, and in the future.

### **ENT 102 Problem Solving** (2 cr. hrs.)

This course introduces students to problem solving techniques and helps them apply the tools of critical reading and writing, and analytical thinking to help solve problems in practical applications.

### **ENT 103 Risk Assessment** (2 cr. hrs.)

This course will provide an understanding and application of quantitative (Financial) and qualitative (Enterprise) methods of analyzing and managing risk within organizations. Students will learn to apply multiple risk management tools to make high quality decisions for balancing corporate risk and reward tradeoffs.

### **ENT 200 Design Thinking** (2 cr. hrs.)

This course introduces students to a systematic approach to innovation and creative problem-solving techniques that can be used in numerous disciplinary approaches. Design thinking applies the methodologies of design to challenges in business and society, making it central to innovation and creativity. The students will learn techniques to understand users' motivations and to gather deep insights. They will learn from failure and learn to communicate their findings in an engaging manner.

### **ENT 201 Prototyping Development** (1 cr. hr.)

This course is designed to be a hands-on learning experience that will equip the student to prototype products, services, interactions and environments. Students the human centered approach to quickly building prototypes, learn best practices for testing those ideas in the field and collect real user feedback to iterate efficiently.

### **ENT 202 Lean Process** (2 cr. hrs.)

This course is designed for the student to test, validate, and adapt a vision of change in order to create the greatest impact and meet the needs of organizational stakeholders. The course will focus on experimenting with lean methodologies to start a new enterprise, build a new program or create change within an existing organization. The lean approach relies on validated learning, experimentation, and iterative product reveals to shorten the development cycles, measure progress and gain valuable feedback from users.

### **ENT 205 Project Management** (2 cr. hrs.)

The course will develop a foundation of concepts that support the planning, scheduling, controlling, resource allocation and performance measurement tasks that are required for successful project management.

## Business and Leadership *continued*

### **ENT 206 Systems Thinking (2 cr. hrs.)**

This course provides an introduction to systems thinking—a framework of analysis that focuses on interaction between a system's constituent parts and considers a context of larger systems. Students are introduced to various systems thinking tools and participate in business simulations that are designed to develop basic systems thinking skills. Systems thinking will be applied to improve business decision-making in the context of relevant larger systems (e.g. economic, political, environmental, to name a few).

### **ENT 207 Change Management (2 cr. hrs.)**

This course will discuss and apply principles, tools and methods to implement a successful change initiative. Multiple perspectives will be used to ensure that best practices are developed to determine the best strategic plan for change that maximizes outcomes. This will include design, implementation, communication, sustaining change, mapping and assessing need and identifying barriers.

### **ENT 362 New Venture Creation (2 cr. hrs.)**

This course is an introduction to the entrepreneurial process from conception to the birth of a new venture. It discusses attributes of successful entrepreneurs, innovation and creativity, opportunity, recognition, venture screening, identification of resources and feasibility analysis. There will also be an extensive applied project in the course.

### **ENT 481 Entrepreneurial Field Experience (4-8 cr. hrs.)**

This course provides hands-on experience for students who are interested in starting their own ventures. Students will take one of two tracks depending on their readiness and opportunities available. Students will either have an in-depth field experience with a burgeoning entrepreneurial endeavor or they will be involved in starting their own new venture. In both situations students will be working with a relevant mentor who can help them proceed through the entrepreneurial process. These students working with entrepreneurial practitioners and growth ventures will be given a significant role and/or project in the enterprise and will work with the entrepreneur to further the ventures goals. Students who work on their own new ventures will define specific goals to achieve with their faculty mentor and will work towards the goal of launching their new venture.

## **INTEGRATED HEALTH CARE**

### **IHC 100 Health Care Leadership (2 cr. hrs.)**

This is a foundational course for emerging leaders in health care. Students will examine their personal leadership styles in the context of health care organizations, gain an understanding of patient-centered care and the social determinants of health, learn how to negotiate and manage conflict, and apply these concepts to make a positive change within the shifting landscape of the field.

### **IHC 102 Health Care and Its Role in Society (2 cr. hrs.)**

This course will provide an overview of the organization of health care within the context of the community with emphasis on political, social and cultural influences. It is concerned with the structure, objectives and trends of major health and health-related programs in the United States to include sponsorship, financing, training and utilization of health care personnel.

### **IHC 211 Fundamentals of Health Care Finance (4 cr. hrs.)**

This course covers financial issues related to health care organizations and the market place. It will cover topics that engage the complete financial process to assist practicing nurses understand the financial implications of health care decisions. Prerequisites: IHC 100 and 102.

### **IHC 212 Principles of Health Care Economics (4 cr. hrs.)**

This course explores the health care sector and health policy issues from an economic perspective. It will examine the demand for health and medical care services, health insurance markets, federal health insurance programs and the pharmaceutical industry. Prerequisites: IHC 100 and 102.

### **IHC 302 Health Care Management (4 cr. hrs.)**

This course will introduce students to a wide variety of health care management class topics with a lens focused on managed care. The course will focus on healthcare settings, across the spectrum of care. Topics covered include ethics, strategic planning, marketing, information technology, organizational behavior, human resources and cost management. This course is designed for those interested in the health care profession either as a practitioner and/or in a leadership position. Prerequisites: IHC 100, 102, 211 and 212.

## Business and Leadership *continued*

### LEADERSHIP

#### **LSP 100 Introduction to Philanthropy, Volunteerism and Nonprofit Sector** (2 cr. hrs.)

In this course, students are introduced to the nonprofit sector and the role that commitment to mission plays in philanthropy and volunteerism within society. Students will study the history of nonprofit organizations in the United States so as to develop a historical perspective and understand the magnitude, scope and functions of the nonprofit sector and its relationships with business and government. Students will study the various roles and diversity of fields in the nonprofit sector, including but not limited to religion, arts and culture, education, health, environment, youth and human services. Emphasis is placed on ethical, moral and practical issues in nonprofit leadership, the trust the third sector holds in relationship to other social sectors and the sector's responsibility to serve the common good.

#### **LSP 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 nonprofit sector of society. Each student is required to complete 15 hours of community service during the semester.

#### **LSP 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 nonprofit organizations (Habitat for Humanity), individual service models (Martin Luther King, Jr. and Dorothy Day) and students' individual strengths and resources. Each student is required to complete 30 hours of community service during the semester. Prerequisite: LSP 101 or permission of the instructor.

#### **LSP 210 Special Topics in Leadership** (1-4 cr. hrs.)

Special topics in leadership will cover areas of current relevance in the dynamic field of leadership studies. This course allows the student to study in depth an area only briefly covered in the regular curriculum or to study an advanced, currently relevant topic that would not normally be covered in the regular course offerings. Topics will vary from semester to semester. Students may receive credit for LSP 210 more than once when the topic has changed.

#### **LSP 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.

#### **LSP 251 Service-Leadership Experience: Outward Bound Trip** (2 cr. hrs.)

This primarily off-campus experiential learning experience will allow students to put into practice the leadership skills and ideas learned during the introductory seminar. The trip will include a service component. Students are responsible for the trip's cost, which is set by the Outward Bound School. The trip is scheduled during the break between fall and spring semesters, but meetings during the spring semester will allow students to complete the experience.

#### **LSP 261 Nonprofit Leadership Student Association** (0.5 cr. hr.)

This course is designed to provide academic content as well as experiential activities that will be applied toward the Jewell Nonprofit Leadership Certificate. This certificate is based upon 10 professional competencies that are intended to prepare students for leadership and service in the nonprofit sector. Competencies will be achieved on an individual basis as well as through team projects and organizational activities. A student may accumulate up to 4 hours of credit in this course through enrollment during multiple semesters.

#### **LSP 270 Nonprofit Governance and Volunteer Management** (2 cr. hrs.)

In this course, students will examine the foundations, motivations and challenges of developing a successful volunteer program. Students will study the key components of a successful volunteer program, recruitment strategies and learn how to retain good volunteers. Students will focus on the role, value and dynamics of volunteerism in fulfilling the missions of nonprofit organizations. Students will also be introduced to risk management factors that need to be considered in volunteer management, including effective staff and volunteer screening.

#### **LSP 300 Volunteer Internship** (1 cr. hr.)

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

## **Business and Leadership** *continued*

devote a minimum of 45 hours to the internship. Forum obligations and meetings with instructors will be included in the 45 hours.

### **LSP 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 45 hours to the internship. Forum obligations and meetings with instructors will be included in the 45 hours. The internships must have a reasonable relationship to students' majors. Students may accept pay for this internship.

### **LSP 320 Nonprofit Board and Committee Development** (2 cr. hrs.)

In this course, students will examine the function of boards and committees in the nonprofit sector. Students will study the history of boards and how boards of the future will face new leadership challenges and demands. Students will study the increased scrutiny that nonprofits are under for accountability and transparency both by federal and state regulators and other key stakeholders. This course will focus on utilizing boards to achieve organizational goals and maximize effectiveness. Students will learn how to assess and improve the effectiveness of a board, the executive director and top management and the overall governance structure of the organization. Students will also learn typical governance problems and the best practices for dealing effectively with their successful resolution. The course will explore how to recruit, build and maintain a future-oriented entrepreneurial board that provides strategic leadership to the nonprofit organization. Prerequisite: LSP 270.

### **LSP 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 or elects to study overseas during the junior year). Prerequisites: LSP 300 and 301.

### **LSP 351 Leadership in Modern Society** (2 cr. hrs.)

This is a senior-level course taught by the President of the college focusing on the evolving complexities of having a high-level leadership role in modern society. Topics

include, "The Penalties of Leadership," "Fragmentation and the Common Good," "The Rigors of Public Life," and "The Anti-leadership Vaccine" Prerequisite: senior standing.

### **LSP 360 Nonprofit Advocacy and Public Policy** (2 cr. hrs.)

This course will examine the historic role nonprofit organizations have played in influencing public policy and social change in this country. It will provide an overview of the diverse strategies being used by nonprofits to carry out their missions. These strategies include, but are not limited to, organizing, public education litigation, mobilization, demonstrations, polling, research, lobbying and working with the media. The course will also focus on the relationship between the different sectors including nonprofit, government and the private sector. The course will also assess the extent to which philanthropy has assisted in financing public policy, advocacy and organizing change. Prerequisite: LSP 100. Cross-listed as POL 217.

### **LSP 390 Meeting Facilitation and Strategic Planning** (2 cr. hrs.)

This course will enable students to understand the relationship between planning and nonprofit organizational effectiveness. Students will learn the necessary skills that help them set the vision, strategies and measures for their nonprofit organization that enables them to articulate a clear strategic plan. Emphasis is on environmental scanning, planning and control, allocation of resources, evaluation of strengths and weaknesses, appraisal of present and future competition and implementation of chosen strategies. This course will also focus on the skills involved in conducting effective meetings. Students will learn how to facilitate different types of meetings (why and when to use a facilitator) and facilitation skills (objectivity, focus, handling the group dynamic, perception checking, building consensus and meeting assessment). Students will gain experience using different meeting facilitation tools including electronic white boards, flip charts and decision-making technologies (Jewell Round Table).

### **LSP 401 Nonprofit Law and Risk Management** (3 cr. hrs.)

This course investigates the legal issues and organizational risks affecting nonprofit organizations today. Students will study the foundational laws and regulations governing nonprofit organizations. Content includes strategies to create and perpetuate safe and productive environments for all stakeholders and effects of sound decision-making to diminish and control corporate and individual liability. In addition, students will examine the risk management factors that need to be considered in nonprofit leadership

## Business and Leadership *continued*

but are not limited to insurance basics, managing employment risks, managing governance risks, special event safety, managing facility risks and risk management for youth and human service programs. Prerequisites: LSP 320, 360.

### **LSP 410 Special Topics in Leadership (1-4 cr. hrs.)**

Special topics in leadership will cover areas of current relevance in the dynamic field of leadership studies. This course allows the student to study in depth an area only briefly covered in the regular curriculum or to study an advanced, currently relevant topic that would not normally be covered in the regular course offerings. Topics will vary from semester to semester. Students may receive credit for LSP 410 more than once when the topic has changed.

### **LSP 460 Financial Development for Nonprofit Organizations (3 cr. hrs.)**

This course focuses on the key components of successful financial development for nonprofit agencies including the development process, building the case for support, the fundraising plan, building a base of donor-investors, event planning, annual and capital campaigns, giving and stewardship, role of board members and social entrepreneurship. Through individual and small group projects, along with case studies, students will engage in designing and implementing a development program for a nonprofit organization. Prerequisite: ACC 111; LSP 320, 360.

### **LSP 475 Nonprofit Leadership Internship (3 cr. hrs.)**

A structured, 135-hour internship (minimum) with a 501(c)(3) nonprofit organization, this internship provides the student an opportunity to experience the nonprofit field and gain real-world experience in the field of nonprofit leadership. Students will observe and practice implementing professional nonprofit competencies along with building networks and relationships in the nonprofit field. Students will keep a journal, have a mentor evaluator and complete a reflection paper upon completion of the internship. Prerequisite: LSP 100 or BUS 202.

### **LSP 490 Nonprofit Leadership Institute (1 cr. hr.)**

The Nonprofit Solutions Conference is a national, premier conference for nonprofit organizations, volunteers and professionals that is held in Kansas City. Students will attend and experience keynote speakers and workshops focused on critical nonprofit leadership topics such as fundraising, marketing, program development, communications, risk management, governance, board development, volunteer and staff management, public policy, advocacy and strategic planning. Students will

have a unique opportunity to network with attendees during the two-day conference. In addition to attending the Nonprofit Solutions Conference, students will work with a local nonprofit organization for a full day case study experience. The case study experience will be congruent with the Nonprofit Solutions Conference topics. A detailed reflection paper and case study analysis will be the culminating assignments. Students must have junior or senior standing, must be an active member of the Jewell Nonprofit Leadership Association, must have completed one nonprofit internship, must be working towards the William Jewell College Nonprofit Leadership Certificate and must obtain the instructor's consent to take this course.

### **LSP 520 Formation of a Leader: Doniphan Leadership Institute (3 cr. hrs.)**

This course is designed for learners who are executive leaders in corporate, nonprofit, education and government industries to enhance and develop their leadership capabilities. Students learn leadership theory and practice through classroom lectures, facilitated conversations and experiential learning. Students learn leadership application through assigned readings, self-exploration exercises, the development of a leadership growth plan, papers, case study analysis and real world application in the positions they hold. Prerequisite: Bachelor's degree.

## **NONPROFIT LEADERSHIP CERTIFICATE PROGRAM**

The William Jewell College Nonprofit Leadership Certificate Program prepares and certifies students to serve their communities through careers in the nonprofit sector. This certificate program, which is based on both competencies and 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. Students in the William Jewell College Nonprofit Leadership Certificate Program have numerous opportunities to interact with nonprofit leaders through their participation in workshops, conferences and internships, with a highlight being the Nonprofit Solutions Conference. The William Jewell College Nonprofit Leadership Certificate Program creates career opportunities for both traditional and non-traditional students who graduate with a liberal arts education and a heart for service.



- Requirements for the Nonprofit Leadership Certificate:
1. Complete at least 300 internship hours in a nonprofit agency.
  2. Complete Nonprofit Leadership coursework.
  3. Be actively involved in the Nonprofit Leadership Student Association and participate in nonprofit experiential learning opportunities such as:
    - service projects
    - retreats
    - leadership roles in Nonprofit Leadership Student Association
    - Nonprofit Leader Speaker Series
    - Nonprofit Organization Site Visits
    - Nonprofit Leadership Association Meetings
    - internships and career fairs
    - fundraising events
    - special events
  4. Enroll in LSP 261, Nonprofit Leadership Student Association, for a minimum of three semesters prior to graduation.
  5. Attend at least one Nonprofit Solutions Conference.
  6. Complete the nonprofit leadership competency requirements.
  7. Keep an updated online profile and portfolio.
  8. Receive a grade of C- or higher in each course included in the program.

LSP 270

Nonprofit Governance and  
Volunteer Management (2)  
Nonprofit Board and  
Committee Development (2)

LSP 320

### PRYOR LEADERSHIP STUDIES PROGRAM

William Jewell College maintains an educational context that teaches personal, vocational and civic leadership through critical reflection, mentoring and experience. In order to be graduated as Pryor Leadership Fellows and to receive the corresponding leadership certificate, students must complete all required activities. A leadership portfolio is maintained on each Pryor Fellow. In order to receive the Pryor 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); and
6. other items deemed appropriate by the director.

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. A grade of C- or higher is required in each course in the program in order to earn the certificate.

### Required Courses

LSP 261	Nonprofit Leadership Association (0.5)
	<i>LSP 261 must be taken a minimum of three times.</i>
ACC 111	Fundamentals of Financial Accounting (4)
LSP 475	Nonprofit Leadership: Internship (3)
LSP 490	Nonprofit Leadership Institute (1)

One of the following courses:

COM 260	Organizational Communication (4)
BUS 202	Principles of Management (4)
BUS 305	Marketing Principles (4)

One of the following courses:

LSP 101	Meeting Human Needs and Alleviating Suffering (2)
LSP 201	Strategies and Resources for Meeting Human Needs (2)
PSY 205	Developmental Psychology: Childhood (2)
PSY 206	Adolescent and Adult Development (2)

Two of the following courses:

LSP 100	Intro to Philanthropy, Volunteerism and Nonprofit Sector (2)
LSP 210	Nonprofit Leadership Special Topics (1)
LSP 250	Leadership: Cornerstone Course (2)

### Required Courses

LSP 250	Cornerstone Course (2)
LSP 251	Outward Bound (2)
LSP 300	Volunteer Internship (1)
LSP 301	Vocational Internship (1)
LSP 350	Capstone Course (2)

# Chemistry and Biochemistry

## The James Andrew Yates Department of Chemistry and Biochemistry

Chair: Professor Jason Morrill

Associate Professors: Aaron Keller and Shane Price

>> [www.jewell.edu/chemistry](http://www.jewell.edu/chemistry)

>> [www.jewell.edu/biochemistry](http://www.jewell.edu/biochemistry)

The department offers two majors, chemistry and biochemistry, and one minor. Both majors lead to the Bachelor of Arts (BA) degree.

## The Majors

### BIOCHEMISTRY

#### Goals for Student Learning

Graduates of William Jewell College with a major in biochemistry will have demonstrated:

- an understanding of the fundamental concepts of biochemistry in the areas of organic chemistry, analytical chemistry, physical chemistry, cellular metabolism, biological macromolecule structure/function and genetic principles;
- competency in the production, recording and reporting of laboratory data;
- effective biochemical communication skills in reading, writing and oral formats; and
- the ability to design, conduct and evaluate meaningful biochemical research.

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 institutions must satisfactorily complete in residence a minimum of 16 hours of the required courses in biology or chemistry courses numbered over 200. Courses in chemistry and biology that are more than 10 years old will not normally be counted toward the major.

Because of extensive overlap between the programs, students are not permitted to double major in chemistry and biochemistry or in Oxbridge molecular biology and biochemistry.

#### Required Courses

CHE 121	General Chemistry I (4) and Lab (1)
CHE 122	General Chemistry II (4) and Lab (1)
CHE 205	The Informed Chemist (1)
CHE 206	Analytical Chemistry (4) and Lab (1)
CHE 301	Organic Chemistry I (4) and Lab (1)
CHE 302	Organic Chemistry II (4) and Lab (1)
CHE 401	Physical Chemistry I (4) and Lab (1)
CHE 450	Biochemistry (4) and Lab (1)
BIO 233	Cell and Molecular Biology (4) and Lab (1)
BIO 234	Genetics (4) and Lab (1)
BIO 321	Microbiology (4) and Lab (1)
BIO 452	Molecular Genetics (4) and Lab (1)
BIO 360, 361, 460, & 461	Senior Thesis (4)
or CHE 310, 315, 410, & 415	Chemical Research (4)
PHY 111 or 213	Physics I (4) and Lab (1)
PHY 112 or 214	Physics II (4) and Lab (1)
MAT 200	Calculus II (4)

or a more advanced math course

### CHEMISTRY

#### Goals for Student Learning

Graduates of William Jewell College with a major in chemistry will have demonstrated:

- an understanding of concepts of chemistry in the areas of organic, analytical and physical chemistry;
- competency in the production, recording and reporting of laboratory data;
- effective chemical communication skills in reading, writing and oral formats; and
- the ability to design, conduct and evaluate meaningful chemical research.

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 institutions must satisfactorily complete in residence a minimum of 12 hours of the required courses in chemistry numbered over 200. Courses in chemistry that are more than 10 years old will not normally be counted toward the major or minor. Any student majoring in chemistry must complete all requirements for the BA degree.

Students who wish to receive certification to teach chemistry in grades 9-12 in the State of Missouri may complete a major in secondary education and a major or minor in chemistry. Additional course requirements and procedures to be followed in obtaining teacher certification are included in the Student Handbook for Teacher Certification. Alternatively, students may complete a BA



## Chemistry and Biochemistry *continued*

degree with a major in chemistry followed by a Master of Arts in Teaching degree. Specific course requirements for all certification programs may be obtained from the Education Department.

### Required Courses

CHE 121	General Chemistry I (4) and Lab (1)
CHE 122	General Chemistry II (4) and Lab (1)
CHE 205	The Informed Chemist (1)
CHE 206	Analytical Chemistry (4) and Lab (1)
CHE 301	Organic Chemistry I (4) and Lab (1)
CHE 302	Organic Chemistry II (4) and Lab (1)
CHE 310 and 315	Chemical Research (1 each)
CHE 401	Physical Chemistry I (4) and Lab (1)
CHE 406	Instrumental Analysis (4) and Lab (1)
CHE 410 and 415	Chemical Research (1 each)
PHY 111 or 213	Physics I (4) and Lab (1)
PHY 112 or 214	Physics II (4) and Lab (1)
MAT 200	Calculus II (4)

or a more advanced course in math.

Students are encouraged to consider taking additional courses in mathematics as well as BIO 233, Cell and Molecular Biology and CHE 450, Biochemistry.

### The Minor 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. Students working toward a minor in chemistry must satisfactorily complete a minimum of 9 hours in residence. Students who major in chemistry, biochemistry or molecular biology are not eligible for a minor in chemistry. Courses in chemistry that are more than 10 years old will not normally be counted toward the minor. A grade of C- or higher is required in each course in the minor.

### Required Courses

CHE 122	General Chemistry II (4) and Lab (1)
CHE 205	The Informed Chemist (1)
CHE 301	Organic Chemistry I (4) and Lab (1)
CHE 302	Organic Chemistry II (4) and Lab (1)
CHE 206 or CHE 450	Analytical Chemistry (4) and Lab (1) Biochemistry (4) and Lab (1)

Biochemistry (CHE 450) cannot be used toward both the minor in chemistry and one of the upper-level requirements of the biology major.

A student with a major in Data Science and an emphasis in Molecular Design cannot also minor in Chemistry, nor can a student whose major is Oxbridge Science. A student cannot minor in both Premedicine and Chemistry.

### Course Descriptions

Students should expect to be required to enroll simultaneously in both lecture and laboratory components of a particular course, unless permission to do otherwise has been granted by the instructor.

#### CHE 113 Fundamentals of General, Organic and Biological Chemistry (4 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 is designed for students who have little or no background in chemistry. CHE 113 is especially appropriate for students interested in allied-health fields, such as nursing. This course is not intended to serve as a prerequisite for CHE 121 or 122 or other courses in chemistry. A student who has successfully completed CHE 121 cannot subsequently enroll in and count credit from CHE 113 toward graduation. Fall semester.

#### CHE 113L Fundamentals of General, Organic & Biological Chemistry Lab (1 cr. hr.)

#### CHE 121 General Chemistry I (4 cr. hrs.)

Principles, concepts and methods that 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. Fall semester.

#### CHE 121L General Chemistry I Laboratory (1 cr. hr.)

#### CHE 122 General Chemistry II (4 cr. hrs.)

This is a continuation of the introduction to chemistry that was begun in CHE 121. Typical topics include kinetics; equilibrium; acids, bases and buffers; and electrochemistry. Prerequisite: Grade of C- or better in CHE 121. Spring semester.

## Chemistry and Biochemistry *continued*

### **CHE 122L General Chemistry II Laboratory (1 cr. hr.)**

### **CHE 205 The Informed Chemist (1 cr. hr.)**

This course will begin with a discussion of ethical issues confronted by persons engaged in the chemical profession. Case studies will allow for an overview of the parameters involved in ethical decision-making. Students will also be introduced to the use of the chemical literature and techniques of technical writing, so that they are exposed to the various resources used by chemists to research a chemical topic. Students will complete several literature searching assignments using a variety of print and online resources and will visit Linda Hall Library. The course culminates in a final research report presented in a technical-report format. Prerequisite: CHE 122. Corequisite: CHE 206. Spring semester.

### **CHE 206 Analytical Chemistry (4 cr. hrs.)**

This course is a survey of the field of analytical chemistry. Topics covered include methods of classical quantitative analysis, instrumental methods of quantitative analysis, sample collection and treatment, statistical analysis of data and the application of analytical methods to real-world problems. Prerequisite: Grade of C- or better in CHE 122. Spring semester.

### **CHE 206L Analytical Chemistry Laboratory (1 cr. hr.)**

Laboratory exercises emphasize both development of technique and comparison of analytical methods.

### **CHE 210 Introduction to Chemical Research (0.5-1 cr. hrs.)**

This course allows a 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. 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. A student may earn credit in CHE 210 twice, but will find an increased expectation for independence and for originality in the work during the second semester. Students with credit in CHE 310 cannot count credit earned subsequently in CHE 210 toward graduation.

### **CHE 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; stereochemistry; reaction mechanisms; organic spectroscopy; and the chemistry of alkanes, alkenes and alkynes. Prerequisite: a grade of C- or better in CHE 122; sophomore standing or instructor's consent; CHE 206 is also recommended. Fall semester.

### **CHE 301L Organic Chemistry I Laboratory (1 cr. hr.)**

### **CHE 302 Organic Chemistry II (4 cr. hrs.)**

The studies begun in CHE 301 continue in this course. Typical topics covered are the synthesis and reactions of aromatic compounds, alcohols, ethers, polymers, carbonyl compounds and amines. An emphasis is placed on the functional groups involved in the chemistry of biological molecules. Prerequisite: a grade of C- or better in CHE 301. Spring semester.

### **CHE 302L Organic Chemistry II Laboratory (1 cr. hr.)**

### **CHE 310 Chemical Research (1-3 cr. hrs.)**

### **CHE 315 Chemical Research (1-3 cr. hrs.)**

A four-course research project (CHE 310/315/410/415) is required for the biochemistry major and the chemistry major. CHE 310, the first course in this chemical research sequence, is normally taken in the first semester of the junior year. CHE 315 involves continued laboratory and/or library research that was begun in CHE 310. Prior to enrollment in these courses, the student must select a topic and secure approval of the faculty member who will supervise the work on the project. Prerequisite: Junior standing or consent of the department. CHE 310 is a prerequisite for CHE 315.

### **CHE 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 course covers topics in quantum mechanics, spectroscopy, thermodynamics, equilibrium, and kinetics with an emphasis on applications to chemical and biochemical systems. Prerequisites: Grades of C- or better in CHE 206 and MAT 200. Physics is strongly recommended. Fall semester.

## Chemistry and Biochemistry *continued*

### CHE 401L Physical Chemistry I Laboratory (1 cr. hr.)

### CHE 404 Advanced Inorganic Chemistry (4 cr. hrs.)

This course is a study of the chemical elements with emphasis on structure, bonding, periodic trends and concepts relating to mechanisms of inorganic reactions. These tools are used to interpret and systematize the concepts of inorganic chemistry. Prerequisites: Grades of C- or better in CHE 206 and 301. Offered as faculty availability and student demand allow.

### CHE 404L Advanced Inorganic Chemistry Laboratory (1 cr. hr.)

The laboratory course will complement the lecture through the preparation, analysis and study of various inorganic compounds.

### CHE 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 collect significant chemical data. This latter feature of the course ensures that students acquire a sound knowledge of the chemical principles involved in the measurement and aids in selecting the most appropriate conditions for an analysis. Topics covered include computer interfacing and data analysis, spectroscopy, chromatography and electrochemistry. Prerequisite: Grade of C- or better in CHE 206. Fall semester of even-numbered years.

### CHE 406L Instrumental Analysis Laboratory (1 cr. hr.)

### CHE 410 Chemical Research (1-3 cr. hrs.)

### CHE 415 Chemical Research (1-3 cr. hrs.)

A four-course laboratory or library research project is required for biochemistry and chemistry majors. CHE 410 involves continued laboratory and/or library research that was begun in CHE 310 and 315. CHE 415 is normally taken the second semester of the senior year. This sequence of courses will culminate in a presentation, both oral and written, of the results of the research project. Prior to enrollment in these courses, the student must select

a topic and secure approval of the faculty member who will supervise the work on the project. CHE 315 is a prerequisite for CHE 410 and CHE 410 is a prerequisite for CHE 415.

### CHE 450 Biochemistry (4 cr. hrs.)

This is a detailed course in biochemistry that 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. Prerequisites: BIO 233 (or instructor's consent) and CHE 302 (or concurrent enrollment). Spring semester.

### CHE 450L Biochemistry Laboratory (1 cr. hr.)

# Communication

Chair: Associate Professor Joshua Hoops  
Professors: Deborah Chasteen and Gina Lane  
Assistant Professor: Adam Testerman

- >> [www.jewell.edu/communication](http://www.jewell.edu/communication)
- >> [www.jewell.edu/digital-media-communication](http://www.jewell.edu/digital-media-communication)
- >> [www.jewell.edu/public-relations](http://www.jewell.edu/public-relations)

The mission of the Communication and Theatre Department is to prepare students to be knowledgeable, versatile and confident in responsibly meeting the complex communication challenges of a dynamic world.

Two of the department's majors — communication and digital media communication — lead to a Bachelor of Arts (BA) degree. The major in public relations leads to a Bachelor of Science (BS) degree. The department also offers two minors, one in communication and one in digital media communication. A grade of C- or higher is required in each course for a major or a minor. In those courses with prerequisites, a student must have completed the prerequisite with a C- or better before taking the requisite course. Those students whose primary major leads to a Bachelor of Science degree and who wish to add one of the above BA programs as an additional major may follow the core requirements for the BS degree. Students may not double major in Communication, Digital Media Communication or Public Relations.

Students may receive certification to teach in grades 9-12 in the State of Missouri by majoring in secondary education and minoring in both communication and theatre. 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.

## The Majors COMMUNICATION

Communication majors are interested in the creation and reception of messages in a variety of contexts, often seeking careers in law, advertising, public relations, politics, media or business.

### Learning Outcomes for Communication Majors

Our students will:

- prepare, organize and deliver well-written, verbal and non-verbal messages crafted for a particular audience and context;
- engage in disciplinary inquiry and analysis;

- interpret and demonstrate expected communication practices as informed by a variety of contexts; and
- critically evaluate communication messages through identifying their ideological, cultural and contextual assumptions and implications.

### Required Courses

COM 100	Fundamentals of Speech Communication (2)
COM 110	Introduction to Communication Studies (2)
COM 210	Advanced Public Speaking (2)
COM 215	Communication Theory (4)
COM 368	Communication Research Methods (4)
COM 381	Communication Seminar (4)
COM 400	Senior Seminar (2)
COM 490	Communication Internship (2)

An additional 12 hours of Communication courses, with at least 4 of those hours at the 300 level or above.\*

\* Courses selected here cannot also be used in a student's minor.

### DIGITAL MEDIA COMMUNICATION

Students majoring in digital media communication are interested in how digital media tools and design principles co-exist to support creative messaging and content, often seeking careers in advertising, digital media, graphic design, political communication and public relations.

### Learning Outcomes for Digital Media Communication Majors

Our students will:

- demonstrate an understanding of foundational principles of design as it relates to digital media;
- competently use a variety of digital media tools to create and manage digital content; and
- apply their understanding of communication theories and principles to the design and presentation of digital communication artifacts.

### Required Courses

COM 110	Introduction to Communication Studies (2)
COM 215	Communication Theory (4)
COM 333	Media Writing (4)
COM 490	Internship (2)
DMC 100	Theory and History of Digital Media (2)
DMC 101	Coding I: HTML & CSS (2)
DMC 125	2-D Design (2)
DMC 201	Coding II: Javascript (2)
DMC 230	Web Design I: Aesthetics and User Experience (4)

## Communication *continued*

DMC 260	Digital Painting & Illustration (2)
DMC 330	Web Design II: Applied Design (2)
DMC 360	Digital Photography and Imaging (4)
DMC 497	Digital Media Capstone (2)

COM 344	Principles of Integrated Communication (4)
COM 350	Public Relations (4)
COM 358	Intercultural Communication (4)

*(A fifth course from this list can be used toward the requirement for 14 hours of designated electives.)*

Eight or more hours from the following courses\*:

BUS 305	Marketing Principles (4)
COM 260	Organizational Communication (4)
COM 312	Persuasion (4)
COM 344	Integrated Communication (4)
COM 368	Research Methods (4)
COM 381	Communication Seminar (4)
DMC 250	Web Media I: Video & Audio for Web (2)
DMC 370	Applied Web Media: Live Streaming (2)
ENG 318	Creative Nonfiction (4)

\* Courses selected here cannot also be used in a student's minor.

### PUBLIC RELATIONS

With this major, the department provides a program for students who seek a clearly defined professional orientation to the study of communication that will lead to a career in public relations, integrated communication and marketing, promotions and event planning, and advertising.

### Learning Outcomes for Public Relations Majors

Our students will:

- prepare, organize and deliver well-written, verbal and non-verbal messages crafted for a particular audience and context;
- engage in applied disciplinary inquiry and analysis;
- interpret and demonstrate expected communication practices as informed by a variety of professional and social contexts;
- critically evaluate communication messages through identifying their ideological, cultural and contextual assumptions and implications

### Required Courses

COM 100	Fundamentals of Speech Communication (2)
COM 110	Introduction to Communication Studies (2)
COM 210	Advanced Public Speaking (2)
COM 215	Communication Theory (4)
COM 368	Communication Research Methods (4)
COM 381	Communication Seminar (4)
COM 410	Capstone in Public Relations Campaigns (2)
COM 490	Communication Internship (2)

Four of the following five courses\*:

COM 260	Organizational Communication (4)
COM 333	Media Reporting and Writing (4)

An additional 14 hours or more must be chosen from the following courses\*:

BUS 101	Business Foundations (2)
BUS 202	Principles of Management (4)
BUS 305	Marketing Principles (4)
COM 209	Interpersonal Communication (4)
COM 308	Political Communication (4)
COM 312	Theory and Practice of Persuasion (4)
COM 355	Small Group Communication (4)
COM 381	(second) Communication Seminar (4)
COM 490	Communication Internship (any hours in addition to the 2 required hours)
DMC XXX	Any course with the DMC prefix
ENG 318	Creative Nonfiction (4)
LSP 100	Introduction to Philanthropy, Volunteerism and Nonprofit Sector (2)
LSP 101	Meeting Human Needs & Alleviating Suffering (2)
POL 150	Introduction to American Government (4)
POL 210	Campaigns and Elections (4)
POL 240	Today's American Political Debate (4)

\* A student majoring in Public Relations who is also pursuing a minor should be aware that a course chosen from this list to meet a requirement of the PR major cannot also be used to meet a requirement of a minor.

## The Minors

### COMMUNICATION

#### Required Courses

COM 100	Fundamentals of Speech Communication (2)
COM 110	Introduction to Communication Studies (2)
COM 215	Communication Theory (4)

Eight hours from at least two additional COM courses, at least one of which must be at the 300-level or above\*

\* Courses that are used to meet requirements of the student's major or of another minor cannot also be chosen here to apply to this minor.

A student majoring in Communication, Digital Media Communication or Public Relations cannot also minor in Communication.





## Communication *continued*

### **COM 333 Media Reporting and Writing (4 cr. hrs.)**

Techniques of media writing, with an emphasis on general reporting, features, news releases and broadcast copy. Focus on writing for different types of media and audiences.

### **COM 344 Principles of Integrated Communication (4 cr. hrs.)**

Study of the means by which traditional boundaries between internal communication, publicity, advertising, public relations and marketing merge in concept and practice. Students will focus on coordinating an organization's entire communication strategy to convey a consistent message to target audiences.

### **COM 350 Public Relations (4 cr. hrs.)**

Examines the theories and methods of public relations in the modern organization. Students will develop the analytical skills necessary to identify and solve public relations problems while increasing their understanding of the legal and ethical constraints upon the public relations professional.

### **COM 355 Small Group Communication (4 cr. hrs.)**

Designed to guide students into an understanding of small group communication processes and theories 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.

### **COM 358 Intercultural Communication (4 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. Also listed as CTI 219. It is recommended that students enrolling in this course be eligible to take Level-II CTI courses.

### **COM 368 Communication Research Methods (4 cr. hrs.)**

An introduction to communication research methods. Includes an advanced examination of communication theory. Students will complete a research proposal to be carried out in COM 400 or COM 410. Students should complete this course the semester prior to enrolling in COM 400 or 410. Prerequisite: COM 215.

### **COM 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.

### **COM 381 Communication Seminar (4 cr. hrs.)**

Topics will be announced in special interest areas prior to registration. Students may take more than one communication seminar as long as they do not repeat a topic. Cross-listed as WST 381 when the topic is "Feminist Rhetoric" or "Gender and Communication." WST 381 will not meet a requirement of the Communication major or minor.

### **Communication Activities**

Designed for special activities. Activities and requirements must be planned in advance with the supervising staff member. Credit is available each semester. One-half credit hour is awarded for every four hours of activity per week, one credit hour for eight hours of activity per week, etc. All of these activity courses require the consent of the instructor. A cumulative total of four (4) credit hours from these courses may be applied toward graduation, regardless of major.

### **COM 390 Teaching Assistant (1-2 cr. hrs.)**

### **COM 392 Debate Activity (0.5 - 4 cr. hrs.)**

### **COM 393 Journalism Activity (0.5 - 4 cr. hrs.)**

### **COM 400 Senior Seminar (2 cr. hrs.)**

The capstone research course in the Communication major. Students will research, write and publicly present a paper of journal or convention presentation quality. Prerequisites: COM 215 and COM 368.

### **COM 410 Capstone in Public Relations Campaigns (2 cr. hrs.)**

The senior capstone course in the Public Relations major. This course gives students the opportunity to create and implement a campaign for a public relations client. Students apply research, strategic planning and problem solving to meet client needs. Prerequisites: COM 350 and COM 368.

### **COM 490 Communication Internship (1-6 cr. hrs.)**

The internship is designed to help students make the transition from formal academic study to actual workplace situations. The intent is to match students' career goals



## Communication *continued*

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 their credentials. Prerequisites: Consent of the Department of Communication's Director of Interns; 12 hours of communication courses as determined by the Director of Interns. Interested students should obtain a copy of the Department Internship Guidelines from the Director of Interns the semester before an internship is planned in order to meet the guidelines in a timely fashion.

### **COM 499 Independent Study (1-4 cr. hrs.)**

Special creative project or investigative study designed by student(s) and approved by individual faculty. Credit for graduation with Honors/Achievement may be given with COM 499.

## **DIGITAL MEDIA COMMUNICATION**

### **DMC 100 Theory and History of Digital Media (2 cr. hrs.)**

This course introduces students to the theory, aesthetics and history of digital media. Students will explore aesthetic principles related to two-dimensional and interactive web and graphic design, as well as explore the complex interplay of technical design, social influence and cultural conventions that shape digital media production and consumption.

### **DMC 101 Coding I: HTML & CSS (2 cr. hrs.)**

Web page development using HTML and CSS language. HTML is the main language for creating web pages and other information displayed in web browsers. HTML elements form the building blocks of all websites. CSS is used to design the look and formatting of a webpage, including design elements such as layout, colors and fonts. Students will design and develop a web page using HTML and CSS.

### **DMC 125 2-D Design (2 cr. hrs.)**

This course explores the elements and principles of two-dimensional art and design, with a focus on their use in digital art forms and environments. Color theory, compositional strategies and the elements of art and principles of design will be addressed. Creating effective visual hierarchy will also be practiced.

### **DMC 201 Coding II: JavaScript (2 cr. hrs.)**

A course in the use of Javascript to create interactive web pages. Students will learn this cross-platform computer language used in all web browsers. Prerequisite: DMC 101.

### **DMC 225 Typography (2 cr. hrs.)**

This course studies the letterform as an essential element within the field of graphic and web design. This course will explore letterforms as communication, composition and expression. Areas explored include letterform anatomy, systems of measurement, types of letterforms (fonts) and how to use type effectively in design. Prerequisite: DMC 125.

### **DMC 230 Web Design I: Aesthetics and User Experience (4 cr. hrs.)**

The course examines the appearance and visual organization of web pages and apps using color theory, typography and layout strategies. Students will learn the leading tools, techniques and methodologies used by web developers to create superior user experiences. Prerequisites: DMC 125.

### **DMC 250 Web Media I: Video and Audio for Web (2 cr. hrs.)**

This course is an introduction to digital video and audio video file creation, as well as editing these files for upload to web environments. Areas of study include the use of transitions and other effects, importing imagery, editing digital sound and adding titles, credits and additional audio tracks.

### **DMC 255 Vector Graphics: Theory and Application (4 cr. hrs.)**

This course introduces key features and capabilities of Adobe Illustrator in order to create vector graphics. The course will utilize the Illustrator's expressive, artistic capabilities to create complex digital art, as well as logos and other graphics.

### **DMC 260 Digital Painting & Illustration (2 cr. hrs.)**

This course explores the expressive and creative functionality of Adobe Photoshop and SketchBook Pro for tablets. Masking, manipulating layers, color adjustment methods and other techniques will be explored. This course will use Photoshop and Wacom graphic tablets as well as stylus pens with an iPad, Windows and Android tablets. Prerequisite: DMC 125.

### **DMC 305 Mobile Web Development and Frameworks (4 cr. hrs.)**

This course examines the design, deployment and coding issues arising from creating functional websites and apps on mobile devices, exploring a number of cross-platform frameworks that streamline mobile app development.

## **Communication** *continued*

### **DMC 330 Web Design II: Applied Design (2 cr. hrs.)**

This course explores the uses and capabilities of the most design principles, layout techniques and typography to create visually compelling and complex web pages and web sites. Prerequisite: DMC 230.

### **DMC 350 Web Media II: HTML Animation (2 cr. hrs.)**

This course is an exploration of the open source HTML5 'canvas' element and its use in web animation. Using the canvas element and JavaScript, students will draw basic shapes and then use images, apply styles and colors, work with transformations and compositing while exploring the creation of simple and complex animations. Prerequisites: DMC 101, 201 and 250.

### **DMC 360 Digital Photography & Imaging (4 cr. hrs.)**

This course will include the fundamentals of digital camera operation and digital image capture; image processing and file archiving; image manipulation with computer software applications; alternate imaging processes with scanning and other digital media; and creative multi-media use of digital images. Students must provide their own digital cameras.

### **DMC 370 Applied Web Media:**

#### **Live Streaming (2 cr. hrs.)**

Applied web media course in live streaming. Students will learn how to successfully go live on platforms like YouTube, Facebook and Twitch by becoming familiar with bandwidth, encoding, and resolution settings. The course will initially use ManyCam for live streams and then move to industry-standard OBS (Open Broadcasting Software). Prerequisite: DMC 250.

### **DMC 497 Digital Media Capstone (2 cr. hrs.)**

Senior Digital Media Communication majors will demonstrate knowledge, skill and competence in the field of web development. This course is project-based and self-directed; students will apply what they have learned in their major to address a real-world issue, culminating in a professional application that they will present publicly. Students will also create a portfolio of their work. Prerequisite: Instructor's consent.

# Education

Chair: Professor Donna Gardner

Professors: Jeanine Haistings and Claudia McVicker

Assistant Professor: Michael Stoll

Instructors: A. Michele Peck, Debra Slaughter

>> [www.jewell.edu/elementary-education](http://www.jewell.edu/elementary-education)

>> [www.jewell.edu/secondary-education](http://www.jewell.edu/secondary-education)

*Information about graduate programs, including the Master of Science in Education and the Master of Arts in Teaching, is found later in this catalog.*

## Goals for Student Learning

The mission of the Department of Education is to produce intentional, professional teachers. Graduates of the teacher education program:

- possess strong content knowledge and the ability and inclination to continue to acquire knowledge;
- are effective at producing student learning;
- actively value human diversity;
- are technologically proficient;
- research, analyze, synthesize and evaluate new information/points of view/instructional practices;
- practice and acquire new skills;
- use their knowledge and skills to teach effectively;
- engage in reasoned teaching practice to reflect on and improve their own practice and the schooling system for the benefit of K-12 students; and
- advance equity and justice.

Teacher education is a professional program of study that leads to teacher certification and acquisition of the skills and knowledge required for intentional, effective teaching. Teachers prepared at William Jewell College view teaching as a moral activity that requires reasoned teaching practice including reflection about multiple factors that influence the learning of K-12 students. To produce effective, intentional teachers, the Department of Education collaborates with other academic departments in the College and with schools in the community to provide an integrated sequence of high-quality courses and developmental fieldwork experiences in K-12 schools. This program of study thus produces the following outcomes in students who complete the program.

## Learning Outcomes

Teachers who graduate from William Jewell College's teacher education program will:

1. promote learning that considers the developmental differences, multiple needs, wide range of readiness levels and diverse backgrounds of all students;

2. design, implement and deliver clear, accurate, effective coherent, standards-based instruction using high leverage teaching strategies;
3. design and implement effective, standards-based assessments which produce useful data about their K-12 students' performance and use that evidence to inform and modify future instructional planning and implementation;
4. manage the classroom environment to create a respectful, culturally responsive and productive classroom that promotes effective learning; and
5. become a reflective practitioner by gathering and using information from colleagues, supervisors, professional organizations and research in order to improve their own practice and the contexts in which they teach.

William Jewell's undergraduate teacher education programs have been approved by the Missouri State Board of Education in the following fields:

Biology 9-12  
Chemistry 9-12  
Elementary 1-6  
English 9-12  
Mathematics 9-12  
Music K-12 (Vocal & Instrumental)\*  
Physics 9-12  
Social Science 9-12  
Spanish K-12  
Speech/Theatre 9-12

Successful completion of any of these programs of study leads to Missouri teacher certification in that field/grade level and a Bachelor's degree. Elementary teacher education requires completion of the elementary education major plus content area instruction applicable to the elementary school curriculum and consistent with Missouri DESE certification requirements. Secondary and K-12 teacher education majors must complete a primary major in the content field in which they intend to teach and a second major in secondary education if their teaching field is English, Spanish, music, or social science. Students whose teaching field will be mathematics or one of the sciences have the option of either completing a primary major in the specific content field and a second major in secondary education or having a primary major in secondary education with a minor in the teaching field. Students who wish to be certified in Speech and Theatre Education will ordinarily select a primary major in secondary education and minors in both communication and theatre, but they will have the option of majors in both communication and secondary education with additional work in theatre. Advisors in education can provide more information on these options.

## Education *continued*

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 Education, which contains those policies and procedures, can be found on the Department of Education's website. State teacher certification requirements change frequently, and the Teacher Education Handbook contains the most current and accurate information about requirements. Due to the frequent changes in the profession, all education courses must be taken within seven years prior to applying for teacher certification. In addition, courses in education that are more than seven years old will not normally count toward a major. Specific "Requirements for Initial Teacher Certification" check sheets are available in the Education Department.

### Disclosures

The Bachelor of Science in Elementary Education program is designed to meet the educational requirements for teacher certification in the State of Missouri. Determinations regarding professional licensure and certification eligibility associated with this program are outlined below.

- The Program meets the educational requirements for professional licensure and/or certification as a **PROFESSION** in Missouri and Kansas (Exchange License).
- A determination has not been made as to whether or not the program meets the educational requirements for professional licensure and/or certification as a **PROFESSION** in Alabama, Alaska, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington (State), West Virginia, Wisconsin, Wyoming, Washington – District of Columbia, American Samoa, Guam, the U.S. Virgin Islands or the Commonwealths of Puerto Rico and the Northern Marianas Islands.

The Bachelor of Science in Secondary Education program is designed to meet the educational requirements for teacher certification in the State of Missouri in the areas offered (Biology, Chemistry, English, Mathematics, Music

(vocal or instrumental), Physics, Social Science, Spanish or Speech & Theatre). Determinations regarding professional licensure and certification eligibility associated with this program are outlined below.

- The Program meets the educational requirements for professional licensure and/or certification as a **PROFESSION** in Missouri and Kansas (Exchange License).
- A determination has not been made as to whether or not the program meets the educational requirements for professional licensure and/or certification as a **PROFESSION** in Alabama, Alaska, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington (State), West Virginia, Wisconsin, Wyoming, Washington – District of Columbia, American Samoa, Guam, the U.S. Virgin Islands or the Commonwealths of Puerto Rico and the Northern Marianas Islands.

**NOTES:** Certification (except alternative) in every state is predicated either on the College/University having an approved teacher education program in that state OR on the applicant for certification having a teaching certificate from another state.

- Jewell teacher education is approved by the State of Missouri and Jewell teacher education completers obtain a Missouri teaching certificate upon completion of all certification requirements and will apply for an out of state teaching license in other states based on possession of a Missouri teaching certificate.
- Most states require the Jewell certification officer to verify completion of our approved program when a graduate applies for certification in their state. Jewell has verified completion of teacher certification and our graduates have obtained teacher certification in states across the country without difficulty. Some states may require testing or 1-2 additional courses to be taken prior to full certification in their state but almost every state will grant a provisional teaching certificate for applicants to teach while they complete whatever requirements for which their certificate is "being held".

## Education *continued*

- The Jewell Certification Officer works closely with graduates who desire certification in other states. Some of the states, besides Missouri, in which Jewell has recently helped graduates to obtain teacher certification are Kansas, Kentucky, Nebraska, Washington State, Texas, Washington, D.C., and New York.

Any student or prospective student who has questions should contact the Jewell Teacher Certification Officer for more information.

\*The Bachelor of Science in Music Education is a content field degree and does not lead to teacher certification by itself. A major in Secondary Education must also be completed to achieve teacher certification through William Jewell College.

## The Majors

### ELEMENTARY (1-6) EDUCATION

#### Required Courses

EDU 175	Culturally Responsive Teaching (2)
EDU 204	Elementary Methods for Teaching Art, Music and PE (1)
EDU 206	Psychology and Education of Diverse Learners (4)
EDU 214	Clinical Fieldwork in Schools I (1)
EDU 220	High Leverage Teaching Strategies (4)
EDU 250	Integrated Literacy and Assessment I: Emergent (4)
EDU 260	Elementary Math Content & Methods I (4)
EDU 270	Elementary Math Content & Methods II (4)
EDU 275	Instructional Design and Assessment (4)
EDU 299	Integrated Literacy and Assessment II: Intermediate (4)
EDU 305	Writing Instruction for Diverse Learners (4)
EDU 311	Clinical Fieldwork in Schools II (1)
EDU 315	Clinical Fieldwork in Schools III (1)
EDU 316	Integrating Science and Social Studies in the Elementary Curriculum (4)
EDU 401	Reflective Student Teaching Seminar (4)
EDU 410	Student Teaching I for Elementary School Teachers (4-6)
EDU 411	Student Teaching II for Elementary School Teachers (8)
EDU 501	Introduction to Differentiated Instruction (4)

Strongly recommended elective:

CTI 284	School and Society in the United States (4)
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Additional specific course requirements from other disciplines, including “General and Elementary Content Knowledge” detailed in the elementary education scope and sequence (see the Student Handbook for Teacher Education), are certification requirements.

### SECONDARY (9-12 OR K-12) EDUCATION

#### Required Courses

EDU 175	Culturally Responsive Teaching (2)
EDU 206	Psychology and Education of Diverse Learners (4)
EDU 214	Clinical Fieldwork in Schools I (1)
EDU 220	High Leverage Teaching Strategies (4)
EDU 275	Instructional Design and Assessment (4)
EDU 280	Disciplinary Literacy and Methods of Instruction (4-5)
EDU 308*	Literacy Interventions in the Secondary Classroom (4)
EDU 311	Clinical Fieldwork in Schools II (1)
EDU 315	Clinical Fieldwork in Schools III (1)
EDU 401	Reflective Student Teaching Seminar (4)
EDU 420	Student Teaching I in Secondary School (4-6)
or EDU 425	Student Teaching I in Grades K-12 (4-6)
EDU 421	Student Teaching II in Secondary School (8)
or EDU 426	Student Teaching II in Grades K-12 (8)
EDU 501	Introduction to Differentiated Instruction (4)

\* EDU 308 is required only of students earning certification in grades 9-12 (but not of students earning certification in grades K-12).

Strongly recommended elective:

CTI 284	School and Society in the United States (4)
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Additional specific course requirements from other disciplines (including specific content courses in the content major or minor teaching field) are required for certification. For further information, refer to the Student Handbook for Teacher Education.

### The Minor EDUCATIONAL STUDIES

The minor in educational studies allows students to learn more about how people learn and how to teach information without pursuing certification by the state as a teacher. Experiential education in learning environments other than school classrooms provides students the opportunity to teach a variety of people (adults, the range of members of the community at-large, employees in a

## Education *continued*

particular business) through means appropriate to non-school settings (museums, experiential exhibits, business training, etc.). The minor also provides a broader societal context to how informal education is provided in U.S. society and the opportunity to explore educational public policy making and/or enactment. This minor never leads to teacher certification.

### Required Courses

EDU 175	Culturally Responsive Teaching (2)
EDU 206	Psychology and Education of Diverse Learners (4)
EDU 220	High Leverage Teaching Strategies (4)
EDU 225*	Informal Education (2)
EDU 440	Undergraduate Research in Education (2)

4 additional hours selected from the following\*\*:

EDU 275	Instructional Design and Assessment (4)
EDU 280	Disciplinary Literacy and Methods of Instruction (4-5)
EDU 284	School and Society (4)
GEO 304	Economic Geography (4)
LSP 100	Introduction to Philanthropy, Volunteerism and Nonprofit Sector (2)
LSP 270	Nonprofit Governance and Volunteer Management (2)
LSP 360	Nonprofit Advocacy & Public Policy (2)
PSY 205	Developmental Psychology: Childhood (2)
PSY 206	Adolescent and Adult Development (2)

\* 2 hours of education fieldwork (chosen from EDU 212, 213, 214, 311 or 315) can substitute for EDU 225.

\*\* A course that is chosen to meet a requirement of this minor cannot also be used to meet a requirement of the student's major or of another minor.

The minor in Educational Studies is not available to students majoring in Elementary Education or Secondary Education.

## Pursuing a Teacher Education Program

Because of the two layers of requirements (completion of a degree as well as certification as a teacher), the Department of Education asks prospective students to contact them as soon as possible so that they can receive timely, accurate advising. As soon as a student decides to pursue teacher certification, the student should declare a major

in education and request an academic advisor from education. Any student can declare the major at any time but, in order to enroll in upper division education course work, the student must first be admitted to a teacher education program.

### Admission to Teacher Education Programs

Because teacher certification is regulated by the state, teacher education students must be admitted to a teacher education program in addition to declaring a major in education. Procedures for teacher education admission are found in the Teacher Education Handbook. If students are not admitted to a teacher education program by the end of the second semester of their sophomore year, they will likely be unable to complete teacher education within a four-year degree program.

To be admitted to teacher education, the student must meet multiple standards for admission including grade point average requirements, Missouri state examination requirements and positive recommendations from faculty and field experiences. Students may not enroll in 300-level education coursework until they are admitted to a teacher education program. Students who fail to complete all requirements for certification within a seven-year period must re-apply for admission under the policies and regulations that are in effect at the time of the new application.

### Transfer Students/Change of Major

Because teacher education is a professional program, education majors are governed by Missouri teacher education program approval and certification requirements (in addition to William Jewell College requirements and our department policies). Thus, there are program requirements beyond what most college majors are required to meet. Students changing majors or transfer students planning to pursue teacher education should declare an education major and see an academic advisor in education immediately. Those students who transfer into or change their major to include teacher education will often need one or more additional semesters beyond a traditional course of study to complete teacher education.

The acceptance of courses taken at other institutions will be considered on a case-by-case basis. Decisions about transferred courses will be made in such a way that upholds the integrity, quality and rigor of the William Jewell College teacher education program.



## Education *continued*

### General Requirements for all Teacher Certification Programs

All teacher education students must meet the requirements of the William Jewell College Core Curriculum.

In addition, please note the following certification requirements:

**Additional Content Courses:** Elementary education (1-6) students are required to complete content courses related to the elementary curriculum consistent with Missouri certification requirements. See the Student Handbook for additional information on current requirements.

**Writing Standard:** All teacher education students must demonstrate competence in English composition. The student must successfully complete CTI 102, Written Communication, or the equivalent. If a student does not demonstrate writing competence, the department will require the student to seek services from the Academic Achievement Center and file a Care Team form (see Handbook), and the student will be counseled.

**Oral Communication Standard:** All teacher education students must demonstrate oral communication competence. This requirement can be met either through demonstration of competence in entry-level education coursework or successful completion of COM 100, Fundamentals of Speech Communication (2), or the equivalent. Each student must continue to exhibit strong oral presentation skills in education course work. If a student does not demonstrate such skills, the instructor will file a Care Team form, and the student will be counseled.

**Numeracy Standard:** All teacher education students must demonstrate basic mathematical competence. In addition to successful completion of the math requirement in the college's Core Curriculum, the student must continue to exhibit knowledge and accurate use of mathematics in education course work. If the student does not demonstrate those skills, the department will file a Care Team form and the student will be counseled.

### Advising for Elementary and Secondary Teacher Education Students

All elementary teacher education majors must be advised by an education advisor each semester. K-12 and secondary (9-12) teacher education majors must be advised by both

content area and education advisors each semester.

Entering education students should enroll in entry education coursework as soon as is practicable. Teacher education students may not enroll for 300-level education courses until they are admitted to a teacher education program. Please see the Teacher Education Handbook for current admission requirements and procedures.

Teacher education students will complete a number of fieldwork experiences in schools during their teacher education program. There are varying background checks that must be completed in order to do fieldwork in K-12 schools. At two points during the teacher education program students will be required to undergo background checks, for which there are fees.

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 December 15 for student teaching in the following academic year. Student teacher applicants will receive instructions about the background check done as part of the admission process. The criteria for admission to student teaching are stated in the Teacher Education Handbook. As noted in the Teacher Education Handbook, some state testing requirements must be met prior to student teaching. Student teaching application forms are available in the Education Department office and on the Department's internal website. A student must be approved for student teaching before enrolling in any of the following courses:

EDU 401	Reflective Student Teaching Seminar (4)
EDU 410	Student Teaching I for Elementary School Teachers (4-6)
EDU 420	Student Teaching I in Secondary School (4-6)
EDU 425	Student Teaching I in Grades K-12 (4-6)
EDU 501	Introduction to Differentiated Instruction (4)

### Application for Missouri Teacher Certification

Students must complete the official Application for Missouri Teachers Certificate form on the Missouri Department of Elementary and Secondary Education (DESE) website during the last semester of their teacher education program. Students must also provide official transcripts from all colleges that they have attended, as well as evidence of a passing score on the required teaching content test(s) and the required teaching performance assessment as required by the State of Missouri. In addition, the state requires an FBI background check to

## Education *continued*

be submitted to DESE. The screenings done for teacher education are not sufficient. The process is different for certification, so the student will have to submit another background check at the time of application for teacher certification.

### Test Information

The State of Missouri requires multiple examinations and protocols to be successfully completed prior to completion of teacher education/certification. Each teacher education student must attain a qualifying score on each of these instruments in order for William Jewell College to recommend him/her for teacher certification. Failure to pass early examinations or protocols may prevent a teacher education student from progressing in the program. Failure to pass late examinations or performance instruments may prevent William Jewell College's Department of Education from recommending a graduate for teacher certification.

### Post-Baccalaureate Teacher Certification

The Post-Baccalaureate Certification Program allows those persons who already possess a baccalaureate degree from an accredited college or university to complete the education coursework required for teacher certification. Applicants to the post-baccalaureate certification program must have already passed required state content examinations and completed required protocols. Specific requirements for admission can be found in the Teacher Education Handbook. Post-baccalaureate candidates meet the same requirements and do the same course work as regular teacher education students but can be given credit for requirements met during work on their earlier baccalaureate degree as long as satisfactory grades were achieved, any completed education field work was done successfully, the overall academic record is strong, and the course is not mandated to be done in residence at Jewell. The following courses must be completed at Jewell (rather than being transferred from another institution) for post-baccalaureate teacher certification: EDU 270, 275, 280, 299, 305, 308, 311, 315, 316, 401, 410/411, 420/421, 425/426 and 501.

Participants in the Post-Baccalaureate Teacher Certification program should be aware that students who enter William Jewell with the intent of earning a bachelor's degree and who already hold a bachelor's degree from a different regionally-accredited institution are exempt from all Core

Curriculum requirements, if at least 90 semester hours of their work is applicable toward a bachelor's degree at William Jewell. (For an explanation of what transfer work can count toward a degree at Jewell, refer to the earlier section on "Requirements for Transfer Admission".)

### Course Descriptions

#### **EDU 175 Culturally Responsive Teaching (2 cr. hrs.)**

Students will learn to practice Culturally Responsive Teaching which incorporates students' cultural references into instruction by emphasizing respectful, collaborative relationships with parents/families/ communities; high expectations for all students; student learning in cultural context; student-directed learning; cultural content integration; critical pedagogy; and teacher as facilitator. This class includes structured fieldwork as part of the course.

#### **EDU 204 Elementary Methods for Teaching Art, Music and PE (1 cr. hr.)**

Students will understand the state and professional curricular standards that inform elementary instruction in art, music and physical education; will master basic methods of teaching art, music and physical education in the elementary contained classroom; and will understand the function of specialists in those fields and how the classroom teacher collaborates with those colleagues.

#### **EDU 206 Psychology and Education of Diverse Learners (4 cr. hrs.)**

This course examines the range of cognitive, physical and socio-emotional development of children and adolescents with special attention to how such growth and development influence learning. Students will explore how to identify student needs related to developmental level, English and cultural proficiency (including ELL), special education condition, patterns of thinking and undiagnosed learning challenges.

#### **EDU 212 Alternative Clinical Fieldwork in Schools I (1 cr. hr.)**

Classroom based analysis of pupil growth, development and needs and teacher response thereto. Related assignments made in concurrent Education course work. Generally this placement will occur in an urban school setting. A clear background check is required for fieldwork. This fieldwork course is graded on a pass/fail basis for all students.

## Education *continued*

### **EDU 213 Alternative Clinical Fieldwork in Schools II** (1 cr. hr.)

Study and application of essential lesson planning and implementation strategies and related factors in a classroom setting appropriate to the student's content and level of teacher preparation. Related assignments made in concurrent Education course work. Generally this placement will occur in a suburban school setting. A clear background check is required for fieldwork. This fieldwork is graded on a pass/fail basis for all students.

### **EDU 214 Clinical Fieldwork in Schools I** (1 cr. hr.)

Study and application of curriculum (including literacy) and lesson implementation in a classroom setting appropriate to the student's content and level of teacher preparation. A clear background check is required for fieldwork. This fieldwork is graded on a pass/fail basis.

### **EDU 220 High Leverage Teaching Strategies** (4 cr. hrs.)

This course explores a problem-based approach to instructional planning and implementation of standards-based instruction with clear and high expectations for student learning. Teaching strategies learned and applied will focus on making student learning visible, exploring how students process information and techniques for promoting student questioning, critical thinking skill development, goal setting and instructor support of student self-directed learning.

### **EDU 225 Informal Education** (2 cr. hrs.)

This class offers students interested in education the opportunity to explore various careers for educators and to learn from educational professionals. Students will shadow an educator working in the field. Given a set of course criteria, students will design their own experience in museums, libraries, science centers, businesses, parks, nature preserves, non-profits, athletic facilities, government agencies, or other informal settings wherein teaching/learning occurs. Experiences in schools will also be allowed (P-12) for those wishing to explore various educational careers BUT THIS COURSE IS NOT A FIELDWORK COURSE for teacher certification and cannot be counted as certification fieldwork under any circumstances.

### **EDU 250 Integrated Literacy and Assessment I: Emergent** (4 cr. hrs.)

This course examines emergent literacy theory so that teachers prepared in the course will be able to foster oral language development, reading development, language acquisition (including for ELL students), create literacy rich

environments for young children and assess and evaluate literacy learning. Based on professional standards and evidence-based primary literacy instruction, this course includes modeled, guided and direct instruction within a reading workshop model and age-appropriate skills and strategies. Using high quality Children's Literature, this course integrates visual representation, listening/speaking and reading/writing development. Includes a semester-long tutoring experience in which students observe, assess and diagnose literacy and language acquisition problems for individual students.

### **EDU 260 Elementary Math Content and Methods I** (4 cr. hrs.)

This is the first of two courses designed for elementary education students to study the structure of the number system and teaching strategies that may be utilized appropriately to teach elementary age children (K-8). In this first content and methods course, students will be trained to utilize a wide variety of concrete manipulatives in an effort to create mental models for students. Concepts specific to the first course include, but are not limited to, the following: set theory, number theory, whole numbers (place value system, operations and properties), fractions (representation, operations and properties), decimals, ratio, proportion and percent.

### **EDU 270 Elementary Math Content and Methods II** (4 cr. hrs.)

This is the second in a two-course sequence of courses that studies the structure of the number system and teaching strategies that may be utilized appropriately to teach elementary school-age children. Students will be trained to utilize a wide variety of mathematical materials to make concrete the abstractions of mathematics. Mathematical concepts from EDU 260 will be revisited as appropriate, but additional mathematical concepts will be covered including, but not limited to, measurement, geometry, probability and algorithms. 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. Prerequisite: EDU 260 with a grade of C- or better.

### **EDU 275 Instructional Design and Assessment** (4 cr. hrs.)

This course will examine the practice of backward design. Students will learn and practice a range of instructional and assessment techniques and use of assessment data to inform group and individual instructional

## Education *continued*

planning, implementation and assessment to produce targeted student achievement. The appropriate use and interpretation of various assessments will be identified. The essential elements of differentiated instruction will be introduced.

### **EDU 280 Disciplinary Literacy and Methods of Instruction** (4-5 cr. hrs.)

Teacher candidates in this course will learn methods and strategies to simultaneously promote increased reading comprehension and conceptual disciplinary understanding in their 9-12 or K-12 students as applied to their specific content field. Development of reading skills and abilities is viewed as a continuous process fused with the teaching of content. Emphasis will be on cognitive processes, questioning strategies, structures and inquiry in each specific discipline. Students will explore content-specific methods to promote study skills and development of more complex, refined reading and writing skills in 9-12 or K-12 students blended with disciplinary content learning. Includes research writing and response to literature. Music education majors have the option of taking the course for only 4 credit hours. Concurrent enrollment in fieldwork is required.

### **EDU 284 School and Society in the United States** (4 cr. hrs.)

This course examines the development of American schooling within the context of social history. The course focuses on four themes: the differing (often conflicting) concepts about schooling held by leading educational thinkers, the public and public policy makers; the changing relationships among schools and other education entities such as church and family; the societal and policy issues that have shaped the American educational system; and public schooling as a promised or real agent of social change. Students in this course are expected to analyze these forces from all perspectives and to critically discern how and why the current school system evolved. Students will also be expected to identify the origins of current educational issues, be able to analyze and critically discuss those issues and formulate a personal position and/or plan of action based on that understanding. Specific lenses for analysis will include race, class, ethnicity, gender, religion and the intersection of these factors in the construction of power and justice in/through schooling in the United States. Also listed as CTI 284. It is recommended that students enrolling in this course be eligible to take Level-II CTI courses.

### **EDU 299 Integrated Literacy and Assessment II: Intermediate** (4 cr. hrs.)

This course applies intermediate literacy theory to teaching practice to foster language development, create literacy rich environments for upper intermediate children (using adolescent literature), assess and evaluate literacy learning and provide differentiation and interventions for diverse learners, including strategies for ELL (English Language Learner) students. Based on professional standards and evidence-based intermediate literacy instruction, this course includes modeled, guided, and direction instruction within a Reading Workshop model and age-appropriate skills and strategies. This course integrates reading/writing/listening/speaking and viewing/visual representation for the intermediate reader and writing. Includes a semester-long tutoring project in which students observe, assess and diagnose literacy acquisition problems and tutor individual students.

### **EDU 305 Writing Instruction for Diverse Learners** (4 cr. hrs.)

This course outlines the classroom conditions necessary for successful writing instruction of first-sixth grade students including English language learners (ELL students). Students learn and apply best practices employed by highly effective teachers using the Writing Workshop model. Students will learn the skills necessary to teach and assess students for all genres of writing as well as how to select mentor texts and mentor authors to guide the development of writing.

### **EDU 308 Literacy Interventions in the Secondary Classroom** (4 cr. hrs.)

Teacher candidates will use formal and informal diagnostic tools to identify why 9-12 students do not comprehend content discipline materials and examine teaching strategies to promote comprehension of increasingly complex texts. Teacher candidates will assess understanding of an expository text, identify critical issues related to schema, engagement, metacognition and fluency, and coach improved writing techniques in the content classroom.

### **EDU 311 Clinical Field Work in Schools II** (1 cr. hr.)

Study and application of the complexities of standards-based instruction and modification of instruction to meet student needs. Placement in a classroom appropriate to the student's content and level of teacher preparation. A clear background check is required for fieldwork. This fieldwork course is graded on a pass/fail basis for all students.

## Education *continued*

### **EDU 315 Clinical Fieldwork in Schools III (1 cr. hr.)**

Classroom based application of diagnosis of student needs and planning and implementation of instruction directed thereto. A clear background check is required for fieldwork. This fieldwork course is graded on a pass/fail basis for all students.

### **EDU 316 Integrating Science and Social Studies in the Elementary Curriculum (4 cr. hrs.)**

In this course the study and practice of elementary science methods and social studies methods is followed by integration of core content (math, science, social studies, English language arts) into a meaningful, authentic and engaging unit of study. Teacher candidates explore the process of creating integrated instruction to promote critical thinking, innovation, creativity and problem-solving in elementary students. Problem based learning (PBL) and other models are explored not only as vehicles for integrating science and social studies into the elementary curriculum but also for teaching topics conceptually. Through a research project, candidates will also examine the purpose and rationale for engaging students in interdisciplinary instruction to promote critical thinking and heuristic language function.

### **EDU 401 Reflective Student Teaching Seminar (4 cr. hrs.)**

The course focuses on the applied study, practice and analysis of teaching strategies and skills needed to meet the needs of all students. Topics include classroom management; lesson planning; lesson implementation including effective questioning, conducting productive discussions, reaching students with different learning styles/abilities/ cultural backgrounds, using cooperative learning groups and effective assessment; and systematic reflective practice to improve the instructional process including instructional and ethical decision- making. Includes completion of the required performance assessment. Taken concurrently with student teaching.

### **EDU 410 Student Teaching I for Elementary School Teachers (4-6 cr. hrs.)**

The first in a set of two required culminating experiences in the elementary education program. This course provides for the elementary education major to teach in an elementary school classroom for a full semester (as defined by the teacher education faculty). 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. The principal and other school personnel cooperate to include, as nearly as possible, all the experiences of a contract teacher. Students must successfully complete the required teaching performance assessment/portfolio before receiving a grade in student teaching. See Student Handbook for admission requirements and general policies governing the program. Instructor consent required.

### **EDU 411 Student Teaching II for Elementary Teachers (8 cr. hrs.)**

The second in a set of two required culminating experiences in the elementary education program. This course provides for the elementary education major to teach in an elementary school classroom for a full semester (as defined by the teacher education faculty). 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. The principal and other school personnel cooperate to include, as nearly as possible, all the experiences of a contract teacher. Students must successfully complete the required teaching performance assessment/portfolio before receiving a grade in student teaching. See Student Handbook for admission requirements and general policies governing the program. Instructor consent required.

### **EDU 420 Student Teaching I in Secondary School (4-6 cr. hrs.)**

The first in a set of two required culminating experiences in secondary education programs leading to 9-12 content performance fields. This course provides for the secondary education major to teach in a secondary school classroom for a full semester (as defined by the teacher education faculty). 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 adolescents in the classroom. The principal and other school personnel cooperate to include, as nearly as possible, all the experiences of a contract teacher. Students must successfully complete the required teaching performance assessment/portfolio before receiving a grade in student teaching. See Student Handbook for admission requirements and general policies governing the program. Instructor consent required.

## Education *continued*

### **EDU 421 Student Teaching II in Secondary School (8 cr. hrs.)**

The second in a set of two required culminating experiences in secondary education programs leading to 9-12 content performance fields. This course provides for the secondary education major to teach in a secondary school classroom for a full semester (as defined by the teacher education faculty). 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 adolescents in the classroom. The principal and other school personnel cooperate to include, as nearly as possible, all the experiences of a contract teacher. Students must successfully complete the required teaching performance assessment/portfolio before receiving a grade in student teaching. See Student Handbook for admission requirements and general policies governing the program. Instructor consent required.

### **EDU 425 Student Teaching I in Grades K-12 (4-6 cr. hrs.)**

The first in a set of two required culminating experiences in secondary education programs leading to K-12 content performance fields. This course and its mate, EDU 426, provide for the education major to teach in both a secondary school classroom and in either a middle school or an elementary 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 teaching the students in the classroom. The principal and other school personnel cooperate to include, as nearly as possible, all the experiences of a contract teacher. Students must successfully complete the required teaching performance assessment/portfolio before receiving a grade in student teaching. See Student Handbook for admission requirements and general policies governing the program. Instructor consent required.

### **EDU 426 Student Teaching II in Grades K-12 (8 cr. hrs.)**

The second in a set of two required culminating experiences in secondary education programs leading to K-12 content performance fields. This course and its mate, EDU 425, provide for the education major to teach in a secondary school classroom and in a middle school or an elementary 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 teaching the students in the classroom. The principal and other school personnel cooperate to include, as nearly as possible, all the experiences of a contract teacher. Students must successfully complete the required teaching performance assessment/portfolio before receiving a grade in student teaching. See Student Handbook for admission requirements and general policies governing the program. Instructor consent required.

### **EDU 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 and approval of faculty. Students interested in an independent study should complete the request for independent study form in the Department of Education Office.

### **EDU 440 Undergraduate Research Seminar (1-4 cr. hrs.)**

An introduction to the basic concepts, philosophies and methodologies of educational research. Students will acquire a basic understanding of research design, implementation and analysis of data as well as interpretation, use and limitations of results. Students taking the course for advanced credit will design and implement a research project investigating a topic pertinent to K-12 teaching and learning practice and report their research findings. Permission of instructor required. This course can be taken two times for credit toward graduation.

### **EDU 451 Music Methods in the Elementary School (2 cr. hrs.)**

See the Music section of the catalog for a description. Clinical field experience required. Cross-listed as MUS 451.

### **EDU 452 Vocal Music Methods in the Secondary School (2 cr. hrs.)**

See the Music section of the catalog for a description. Clinical field experience required. Cross-listed as MUS 452.

### **EDU 470 Seminar in British 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 or concurrently with EDU 475.

### **EDU 475 Practicum in British Education (4 cr. hrs.)**

A practicum in a British school supervised by a member of the education faculty. Prerequisite: admission to the Teacher Education Program.



## **Education** *continued*

### **EDU 501 Introduction to Differentiated Instruction** (4 cr. hrs.)

A course in which the four essential principles of differentiated instruction (environment, curriculum, instruction and assessment) will be studied against real classroom applications. Emphasis will be given to acquisition of a growth mindset and knowledge and skills that promote growth and a growth mindset in individual K-12 students. Differentiated instruction concepts of readiness, interests and learning profile will be explored in depth including how teachers meet specific student needs, including low SES (Socioeconomic Status) and ELL (English Language Learner) students, through regular instruction. The essentials of UBD (Understanding By Design) and Standards Based instruction will be reviewed to facilitate effective instructional planning for differentiation. Graduate-level courses in education are listed in the graduate section of the catalog.

# Engineering

Chair: Associate Professor Will Lindquist

Assistant Professor: Taqsim Husnain

>> [www.jewell.edu/civil-engineering](http://www.jewell.edu/civil-engineering)

>> [www.jewell.edu/dual-degree-engineering](http://www.jewell.edu/dual-degree-engineering)

The department's only major, which leads to a Bachelor of Science (BS) degree, is in civil engineering.

The four major areas of study within the civil engineering program are structural, environmental, geotechnical and hydraulics/fluids. Sustainability and environmental issues are overarching themes within the program.

Students interested in areas of engineering besides civil engineering should note that a dual-degree program allows them simultaneously to earn a BA degree from Jewell and a BS degree in engineering from an affiliated university. Students take the majority of their engineering courses at the partner engineering school. See below for more information.

## The Major

### CIVIL ENGINEERING

#### Goals for Student Learning

The Civil Engineering undergraduate program is designed to meet specific objectives in order to fulfill the College mission. Within a few years of graduation our graduates will:

- engage in professional engineering practice or graduate study;
- evaluate the design of a complex system, component, or process and assess compliance with customary standards of practice, user's and project's needs, and relevant constraints;
- advance into leadership positions in their profession and in service to their communities; and
- continue lifelong learning to remain effective professionals in a workplace through participation in professional societies, professional licensure and knowledge of contemporary issues.

#### Program Outcomes

A graduate of this program will have developed the abilities to:

- identify, formulate and solve complex engineering problems by applying principles of engineering, science and mathematics;

- apply engineering design process to produce solutions that meet specified needs with consideration of public health, safety and welfare, as well as global, cultural, social, environmental and economic factors;
- communicate effectively with a range of audiences;
- recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental and societal contexts;
- function effectively on teams whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks and meet objectives;
- recognize the ongoing need for additional knowledge and locate, evaluate, integrate and apply this knowledge appropriately; and
- develop and conduct appropriate experimentation, analyze and interpret data and use engineering judgment to draw conclusions.

#### Required Courses in cognate fields

BUS 202	Principles of Management (4)
CHE 121 or 122	General Chemistry I or II (4)
CHE 121L or 122L	General Chemistry I or II Lab (1)
MAT 200	Calculus II (4)
MAT 201	Calculus III (4)
MAT 202	Differential Equations (4)
MAT 305	Introduction to Probability (4)
PHY 213	General Physics I (4)
PHY 213L	General Physics I Lab (1)
PHY 490	Physics of Sustainability (4)

One of the following courses emphasizing biology:

BIO 133 and 133L	Evolution and Ecology (4) and Lab (1)
BIO 134 and 134L	Biological Diversity (4) and Lab (1)
BIO 233 and 233L	Cell and Molecular Biology (4) and Lab (1)
BMS 126 and 126L	Introduction to Microbiology (4) and Lab (1)
CTI 259	The Ecology of Food (4)
CTI 261	Ethnobotany (4)
CTI 262	Astrobiology (4)
CTI 263	Biology of Life (4)

## Engineering *continued*

### Required Courses in engineering

CVE 111	Introduction to Civil Engineering and Design I (1)
CVE 112	Introduction to Civil Engineering and Design II (2)
CVE 221	Geomatics (2)
CVE 221L	Geomatics Lab (1)
CVE 240	Sustainability and Environmental Engineering (3)
CVE 240L	Sustainability and Environmental Engineering Lab (1)
CVE 350	Structural Analysis (3)
CVE 350L	Structural Analysis Lab (1)
CVE 351	Introduction to Structural Design (3)
CVE 360	Geotechnical Engineering (3)
CVE 360L	Geotechnical Engineering Lab (1)
CVE 370	Fluid Mechanics for Civil Engineers (3)
CVE 370L	Fluid Mechanics for Civil Engineers Lab (1)
CVE 380	Civil Engineering Materials (3)
CVE 380L	Civil Engineering Materials Lab (1)
CVE 412	Capstone Design I (3)
CVE 413	Capstone Design II (3)
EGR 120	Engineering Graphics (2)
EGR 230	Statics (3)
EGR 231	Dynamics (3)
EGR 233	Mechanics of Solids (4)
EGR 414	Senior Engineering (1)

At least two Civil Engineering design electives numbered from CVE 440 to 499.

Plus a professional development elective (3 hours minimum), which can be a third design elective numbered from CVE 440 to 499, a course from the list below, or a different course approved by the department chair.\*

ACC 111	Fundamentals of Financial Accounting (4)
CHE 122 **	General Chemistry II (4)
DTS 190	Introduction to Programming (4)
ECO 101	Principles of Microeconomics (4)
MAT 281	Applied Linear Algebra (4)
PHY 214	General Physics II (4)

Students are expected to take the Fundamentals of Engineering (FE) exam.

\* A course used here as a professional development elective cannot also be used to meet a requirement for a minor.

\*\* CHE 122 cannot be used here as a professional development elective if it, instead of CHE 121, was used to meet the major's requirement for a chemistry course.

### PRE-ENGINEERING PROGRAM DUAL DEGREE OPTIONS

*Advisor: Blane Baker, Professor of Physics*

William Jewell College is one of a limited number of liberal arts colleges that have entered into agreements with prestigious universities for “three-two” dual-degree programs in engineering. After three years in residence at William Jewell College and two years in residence at a school of engineering, the student can achieve both the BA degree from Jewell and the BS degree in engineering. William Jewell College maintains these dual-degree plans with Washington University in St. Louis, Columbia University in New York and Missouri University of Science and Technology.

While in residence at Jewell, students should consider a major in physics, chemistry or mathematics, with the choice depending upon the type of engineering program in which they plan to complete their studies. Since the semester-hour load is heavy, students are advised to plan their work very closely with the official advisor for this specialized program. Care is needed since the student must meet all of Jewell's core requirements and most, if not all, of the requirements of a major while still in residence at Jewell.

In order to be eligible to use credit from an affiliated engineering program toward graduation from Jewell, the pre-engineering student must complete—before leaving Jewell—the following:

1. all requirements of Jewell's core curriculum;
2. at least 90% of the hours required in the primary major, with a minimum of 16 of those hours earned at Jewell; and
3. a total of 90 or more hours that count toward completion of a bachelor's degree, at least 45 of which must have been earned while at Jewell.

Any exceptions must be approved by the Registrar, who may consult with the Provost and appropriate department chairs. The student, with the assistance of the advisor, should plan to include in the work at Jewell the prerequisites needed for the particular engineering program the student desires to enter.

The student must arrange, while in the engineering program at the other institution, to take courses that can be used to meet all remaining requirements of the student's academic program at Jewell. The student must check in advance with officials at the engineering school to determine whether credits that are going to be counted toward any requirements remaining at Jewell can also be employed toward the engineering degree.

## Engineering *continued*

Students contemplating entry into an engineering program following a period at Jewell should be aware that admission to and/or financial aid for the engineering program may depend on whether a degree has or has not been completed at Jewell. For further information, contact the advisor for the dual-degree program.

### Pre-Engineering Program of Studies

Courses that are required for entry into an engineering program vary by partner school and by field of engineering. Hence, it is essential that you meet with an advisor who is knowledgeable about preparation for engineering to be sure that you are on track for meeting the requirements. However, most fields of engineering will require the following courses:

CHE 121	General Chemistry I (4)
CHE 121L	General Chemistry Lab (1)
CHE 122	General Chemistry II (4)
CHE 122L	General Chemistry II Lab (1)
DTS 190	Introduction to Programming (4)
MAT 109	Calculus I (4)
MAT 200	Calculus II (4)
MAT 201	Calculus III (4)
PHY 213	General Physics I (4)
PHY 213L	General Physics I Lab (1)
PHY 214	General Physics II (4)
PHY 214L	General Physics II Lab (1)

Additional work will be required or recommended, depending on the field of engineering in which the student is interested and the program that the student desires to enter. Courses from the following list are normally involved:

EGR 120	Engineering Graphics (2)
EGR 230	Statics (3)
EGR 231	Dynamics (3)
MAT 202	Differential Equations (4)
MAT 281	Applied Linear Algebra (4)
PHY 306	Applied Electronics (3)
PHY 306L	Applied Electronics Lab (1)
PHY 316	Modern Physics (4)
PHY 318	Heat and Thermodynamics (3)
PHY 443	Classical Mechanics (4)

A course in economics

Additional courses in chemistry and/or biology

## Course Descriptions

### CIVIL ENGINEERING

When a particular course has a lecture component and a laboratory component, students are required to enroll simultaneously in both.

#### CVE 111 Introduction to Civil Engineering and Design I (1 cr. hr.)

This course introduces beginning civil engineering students to the broad field of civil engineering and its disciplines, including careers in civil engineering, requirements for the Fundamentals of Engineering Exam and Professional Engineer Exam, and professionalism and ethics within the engineering field.

#### CVE 112 Introduction to Civil Engineering and Design II (2 cr. hrs.)

This course introduces students to the broad field of civil engineering and its disciplines. Students will be introduced to the theory, tools and techniques of engineering design and technical approaches to problem solving and data analysis.

#### CVE 221 Geomatics (2 cr. hrs.)

Introduction to the engineering application of surveying and geographic information systems (GIS) using modern surveying instruments and computer software. Spatial analysis methods and software are used to solve problems with data collected in the field and from other sources. The course focuses on practical application of geomatics to civil engineering problems and hands-on training with equipment. Prerequisites: MAT 109, EGR 120 (or concurrent enrollment).

#### CVE 221L Geomatics Laboratory (1 cr. hr.)

#### CVE 240 Sustainability and Environmental Engineering (3 cr. hrs.)

This course offers an overview of sustainability and environmental engineering principles. Topics include water and wastewater treatment and systems, water resource and pollution management, conservation policy, biodiversity and ecosystem functioning, climate change, air pollution and solid and hazardous waste management. Emphasis will be given to economic, social, political and legal aspects of these topics along with mass balances, environmental chemistry and biological principles needed to assess environmental impacts. Prerequisite: CHE 121 or 122.

## Engineering *continued*

### **CVE 240L Sustainability and**

#### **Environmental Engineering Laboratory (1 cr. hr.)**

This laboratory course provides an overview of environmental testing methods, including dissolved oxygen, biological oxygen demand, pH and alkalinity, conductivity, microbial plate counts and turbidity.

Prerequisite: CHE 121 or 122.

### **CVE 350 Structural Analysis (3 cr. hrs.)**

Study of load paths in typical building systems and the idealization of structural members. Elastic analysis of statically determinate and indeterminate beams, frames and trusses using classical methods. Calculation of deflections using geometric methods and virtual work. Construction of shear and moment diagrams and influence lines and their application. Prerequisite: EGR 233.

### **CVE 350L Structural Analysis Laboratory (1 cr. hr.)**

Analysis of statically determinate and indeterminate beams, frames and trusses with a focus on the application of classical and computer-based methods. Introduction to modeling structural systems, limit states, constraints, and structural optimization and design.

### **CVE 351 Introduction to Structural Design (3 cr. hrs.)**

An introduction to structural design codes and provisions including analysis and design of reinforced concrete and structural steel members subjected to tension, compression and flexural loads. Prerequisite: CVE 350.

### **CVE 360 Geotechnical Engineering (3 cr. hrs.)**

Introduction to geotechnical engineering including an overview of the fundamental engineering properties and behavior of soils. Topics include index properties, soil classification, phase relationships, compaction, subsurface exploration, seepage, bearing capacity and consolidation.

Prerequisite: EGR 233.

### **CVE 360L Geotechnical Engineering**

#### **Laboratory (1 cr. hr.)**

Introduction to geotechnical engineering testing including Atterberg limits, grain size distribution, soil classification, Proctor compaction, hydraulic conductivity, one dimensional consolidation, direct shear and unconfined compression testing.

### **CVE 370 Fluid Mechanics for Engineers (3 cr. hrs.)**

Study of the fundamental properties of fluids and hydraulic analysis applicable to civil engineering design. Topics include fluid statics, kinematics of fluid motion and conservation of mass, energy and momentum. Civil engineering topics include pressure pipe system analysis

and design, open channel flow analysis and design, groundwater flow, storm water system analysis and design, and sanitary sewer analysis and design. Prerequisite: EGR 231, MAT 201 (or concurrent enrollment).

### **CVE 370L Fluid Mechanics for**

#### **Engineers Laboratory (1 cr. hr.)**

Experimental studies in fluid mechanics, measurement methods to evaluate flow properties and hydraulic conditions, and an introduction to computational methods used in hydraulic analysis and design.

### **CVE 380 Civil Engineering Materials (3 cr. hrs.)**

Study of the testing, behavior, selection and control of civil engineering materials with emphasis on aggregate, bituminous materials, concrete, steel and timber.

Prerequisite: EGR 233.

### **CVE 380L Civil Engineering**

#### **Materials Laboratory (1 cr. hr.)**

Laboratory course that provides an overview and hands-on experience with materials testing with emphasis on aggregate, bituminous materials, concrete, steel and timber.

### **CVE 412 Capstone Design I (3 cr. hrs.)**

Project selection and initial scope of work development for a major design experience which integrates fundamental concepts of basic sciences, engineering science, engineering design and written and oral communication skills.

Emphasis on large-scale problem solving, engineering professional practice and sustainability principles. Co-Requisite: Senior Standing in Civil Engineering

### **CVE 413 Capstone Design II (3 cr. hrs.)**

Continuation of CVE 412. Interdisciplinary teams working on a culminating open-ended design project. Topics include application of civil engineering principles to design problems with an emphasis on large-scale problem solving, engineering professional practice, engineering economics, and sustainability principles. Written and oral communications is an integral part of the course.

### **CVE 444 Water Distribution and Treatment Design**

#### **(3 cr. hrs.)**

Important concepts and fundamental principles of water distribution and wastewater collection (including flow estimation, hydraulics and transmission, and pumping), water and wastewater treatment (including contaminants, characteristics and microbiology), treatment processes (physical, chemical and biological processes), and design of water distribution systems and treatment plants for sustainable reuse of water. Prerequisite: CVE 240, CVE 370

## Engineering *continued*

### **CVE 455 Advanced Structural Design (3 cr. hrs.)**

Continuation of CVE 351 including advanced topics in reinforced concrete and structural steel design. Reinforced concrete design topics include design of concrete building systems, continuity, footings, and development of reinforcement. Structural steel design topics include design and analysis of simple connections and composite beams. Prerequisite: CVE 351

### **CVE 461 Foundation Engineering (3 cr. hrs.)**

Study of subsurface exploration techniques to evaluate soil conditions and select appropriate foundations for structures. Topics include subsurface exploration, evaluation of bearing capacity and settlement of soils, and design of shallow footings, driven piles, auger-cast piles, drilled-shaft foundations and the design of intermediate foundations including pin piles and geopiers. Prerequisite: CVE 360

### **CVE 473 River Engineering (3 cr. hrs.)**

This course will equip engineering students with practical information and skills required for analyzing and designing solutions to common river engineering problems. Topics include geomorphology, stream classification, channel modification practices and stabilization, river structures, design practices, open channel flow, sediment transport, and stream restoration principles.

### **CVE 490 Transportation Planning and Pavement Design (3 cr. hrs.)**

Introduction to transportation engineering and pavement design including planning, design and operation of transportation facilities, highway geometric and pavement design principles, traffic analysis, public transportation systems and transportation planning for sustainable development. Prerequisite: MAT 200

## **ENGINEERING**

### **EGR 120 Engineering Graphics (2 cr. hrs.)**

The course will provide instruction in the various commands, methods and techniques of computer aided drafting systems for civil engineering especially using the Autodesk product AutoCAD (or similar program). Software operations and civil engineering graphical standards will be emphasized culminating in a civil engineering design project.

### **EGR 230 Statics (3 cr. hrs.)**

A first course in engineering mechanics covers equilibrium of particles and rigid bodies with an emphasis on free body diagrams and vector notation. Application of equilibrium to trusses, frames, simple machines and internal forces on beams is included. Static and kinetic friction, centroid and area moment of inertia are also explored. Cross-listed with PHY 332. Prerequisite: PHY 213, MAT 109.

### **EGR 231 Dynamics (3 cr. hrs.)**

A second course in engineering mechanics covering the principles of kinematics and kinetics of particles and rigid bodies. Topics include conservative forces, conservation of energy, linear and angular momentum and conservation of momentum. Prerequisite: EGR 230, MAT 200 (or concurrent enrollment).

### **EGR 233 Mechanics of Solids (4 cr. hrs.)**

An introduction to stress-strain analysis of basic engineering materials subjected to axial, transverse shear, torsional, bending and pressure loads. Combined stresses are emphasized and used to predict failure. Shear and moment diagrams, pressure vessels, beam deflections and buckling of columns are also examined. Cross-listed with PHY 333. Prerequisite: EGR 230, MAT 200 (or concurrent enrollment).

### **EGR 414 Senior Engineering (1 cr. hr.)**

This course includes a review of topics covered in the Fundamentals of Engineering (FE) Exam and an examination of the ethical and professional responsibilities of practicing professional engineers including the professional code of ethics, the role of engineering in public policy and the need for continuing education and knowledge of current events. Prerequisite: Senior standing in engineering



# English

## The John Phelps Fruit Department of English

Chair: Professor Mark Walters

Professor: Sara Morrison

Associate Professors: Jennifer Cotter and Ruth Williams

>> [www.jewell.edu/english](http://www.jewell.edu/english)

The Department of English offers a major in English that leads to the BA degree. The English major teaches high-level critical thinking, reading, and writing, as well as cultivating, through its study of critical theory, creative writing and U.S., British, and World literatures, a deep awareness of human issues — historical, political, and cultural. Students whose primary major leads to a Bachelor of Science degree and who wish to add English as an additional major may follow the core requirements for the BS degree.

### Goals for Student Learning

1. compose and critique creative manuscripts (fiction, poetry, creative nonfiction) while demonstrating clear and sophisticated understanding of the genres' technical and conceptual elements and practices.
2. read critically, distinguish between, and analyze diverse and contesting critical theories, including consideration of their historical conditions, social assumptions, and their consequences.
3. read, interpret, and analyze significant works in U.S., British, and World literatures within a variety and combination of interpretive contexts and critical methodologies.
4. critically analyze literary and cultural representations of diverse experiences and perspectives—including issues of race, gender, class, sexuality, ethnicity, religion, and international status.
5. conduct collaborative and independent research, to identify, evaluate, and build upon or oppose seminal and current scholarship related to a literary subject, and to write mechanically clean and textually and conceptually precise short and/or seminar-length critical papers.

Students wishing to declare an English major should consult with their advisor. Formal admission to the major requires completion of a minimum of two college-level literature courses or one college-level literature course and one college level writing course, at least one of which must

be ENG 330, Introduction to Textual Study. The minimum acceptable GPA in the courses presented for admission to the major is 2.75.

Students majoring in English may receive certification to teach English in grades 9-12 in the State of Missouri by majoring in both English and secondary education and by fulfilling all requirements of a certification program in English that 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. Alternatively, students may complete a BA degree with a major in English followed by a Master of Arts in Teaching degree. Specific course requirements for all certification programs may be obtained from the Education Department.

### The Curriculum

#### Introductory courses: 200-level courses

200-numbered literature courses (225, 245, 255) are suitable for any student with an interest in literature. They cover a wide range of readings and provide instruction in methods of critical analysis and interpretation of written and other texts. They are divided into three categories: Types, Periods, and Topics. Typically, one of these courses is offered each semester and is open to English majors and non-majors. Students may take more than one of the courses within each category if the content differs. These courses do not meet a requirement of the English major.

#### The core: 300-level courses

300-level creative writing courses offer workshops in fiction, poetry, and creative nonfiction. The introductory courses are open to anyone; the advanced courses in fiction and poetry are open to students who have completed the introductory courses in those genres. Two creative writing courses are required for English majors.

300-level critical theory courses offer the study of contemporary literary theory. ENG 330 is open to all students and is required for English majors; ENG 390 is open to students who have completed 330 and is required for English majors.

300-level literature courses emphasize analysis of significant works in U.S., British, and World literatures within a variety and combination of interpretive contexts and critical methodologies. English majors must complete three literature courses at the 300 level, one each in British, U.S., and World literatures. English majors are expected

## English *continued*

to complete ENG 330, Introduction to Textual Study, before enrolling in any other 300-level literature course, although course instructors may waive this prerequisite under certain circumstances. Non-majors wishing to take any 300-level literature course must have successfully completed at least one 200-level literature course at Jewell or the equivalent at another college or have the instructor's permission, before enrolling.

### Advanced literary studies: 400-level courses

400-level courses offer seminar-type intensive study of a specific topic, writer or theme, founded in the practice and methods of literary theory and primary research. Intended primarily for English majors, these courses provide opportunities for students to complete an independent research project in collaboration with a member of the English Department faculty. English majors must have been formally admitted to the major and have completed ENG 330, Introduction to Textual Study, and at least two other 300-level courses before enrolling in any advanced studies course. Typically, 400-level advanced studies courses are open only to seniors; however, any qualified English major who has the instructor's consent may take an advanced studies course as an English elective during the junior year, in addition to the two required advanced studies courses to be taken during the senior year. Non-majors may occasionally be admitted to 400-level courses under special circumstances, with the consent of the instructor.

## The Major

### ENGLISH

#### Required Courses

ENG 330	Introduction to Textual Study (4)
ENG 390	Advanced Critical Theory (4)

Two of the following five classes:

ENG 316	Creative Writing: Fiction (4)
ENG 317	Creative Writing: Poetry (4)
ENG 318	Creative Nonfiction (4)
ENG 396	Advanced Fiction Workshop (4)
ENG 397	Advanced Poetry Workshop (4)

Three literature courses at the 300 level, one in each of U.S., British, and World literature (12)

Two 400-level Advanced Literary Studies courses (8)

Students seeking certification to teach English may use their completed student-teaching experience as a substitute for one of the required 400-level English courses.

Courses presented for transfer credit should have goals, course work, and content similar to specific literature courses listed in the Jewell course catalog. The English department chairperson must approve requests for transfer credit for courses that will be applied toward the English major. Normally, no courses below the junior level at other institutions will be accepted as equivalent to 300-level English courses at William Jewell.

## Course Descriptions

### ENG 225 Literary Types (4 cr. hrs.)

Introduction to one or more significant genres of literature such as prose fiction, poetry, drama, nonfiction, including newer genres such as screenwriting, the graphic novel and science fiction. Includes an examination of the history and development of the genre.

### ENG 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. ENG 235 fulfills 4 of the 6 required credits in the "Study of English Language" for Missouri teacher certification in English. Prerequisite: CTI 102.

### ENG 245 Literary Periods (4 cr. hrs.)

Introductory study of literary works associated with a significant historical period, literary movement or intellectual current. Different literary genres will be studied in relation to the characteristic features of the period or movement, sometimes in the context of other genres of expression, such as painting or cinema. Examples include the Romantics, the Irish Renaissance, and Transcendentalism.

### ENG 255 Literary Topics (4 cr. hrs.)

Introductory study in comparative themes and topics found in significant literary works from more than one literary or cultural tradition. Examples include revenge literature, sexuality in literature, literature and religion, literary utopias and dystopias. May be repeated for credit on different topics. Cross-listed as CTI 220. It is recommended that students enrolling in this course be eligible to take Level-II CTI courses. Cross-listed as WST 255, for students seeking a minor in Women's Studies, when the course is focused on gender issues.

## English *continued*

### **ENG 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. Offered fall semester.

### **ENG 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. Offered fall semester.

### **ENG 318 Creative Nonfiction (4 cr. hrs.)**

Introduces the wide variety of styles and sub-genres associated with the term “creative nonfiction,” including autobiography, profile, biography, history, literary journalism, and the personal essay. Students will read critically and discuss examples by contemporary writers. On topics of their choosing, they will research and write forms of the genre that make up creative nonfiction, discussing their writing in workshop format. Offered spring semester.

### **ENG 322 Individual Writing Project (1-4 cr. hrs.)**

Individual writing projects for qualified students only, undertaken with the close sponsorship of an English instructor and beginning with a project proposal in specific terms. Prerequisites: CTI 102. An advanced writing course and one completed literature course are also preferred. Enrollment is only with permission of the instructor.

### **ENG 330 Introduction to Textual Study (4 cr. hrs.)**

Introduces students to close study of texts, informed by contemporary literary theory. Intended for English majors, the course is required for continued study in the English major. Non-majors may be admitted to the course with the instructor’s consent. Prerequisite: CTI 102. Offered spring semester.

### **ENG 340 Studies in English Literature I (4 cr. hrs.)**

Introduces students to the English literary tradition of the Middle Ages to the 18th Century. Fictional works of various genres, including poetry, prose, and drama, will be studied within their historical and cultural contexts, in dialogue with critical methodologies, and sometimes in the context of other genres, including painting or film. May be cross-listed as WST 340 for students seeking a minor

in Women’s Studies; WST 340 will not meet a requirement of the English major. Prerequisite: ENG 330 or instructor permission.

### **ENG 342 Individual Practicum Project (1-4 cr. hrs.)**

Individual practicum projects for qualified students only, undertaken with the close sponsorship of an English instructor and beginning with a project proposal in specific terms. Examples of practice are fieldwork 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. Prerequisite: CTI 102. Enrollment is only with permission of the instructor.

### **ENG 345 Studies in English Literature II (4 cr. hrs.)**

Introduces students to the English literary tradition of the Romantic Period to the 21st Century. Fictional works of various genres, including poetry, prose, and drama, will be studied within their historical and cultural contexts, in dialogue with critical methodologies, and sometimes in the context of other genres, including painting or film. May be cross-listed as WST 345 for students seeking a minor in Women’s Studies; WST 345 will not meet a requirement of the English major. Prerequisite: ENG 330 or instructor permission.

### **ENG 350 Studies in U.S. Literature I (4 cr. hrs.)**

A study of United States literature, particularly that of the 19th and 20th centuries, covering the works of 30 to 40 writers and examining the aesthetic and technical developments and innovations derived from and influenced by historical contexts. Prerequisite: ENG 330 or instructor permission.

### **ENG 352 Individual Reading Project (1-4 cr. hrs.)**

Individual reading projects for qualified students only, undertaken with the close sponsorship of an English instructor, 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. Prerequisites: CTI 102 and one completed literature course. Enrollment is only with permission.

### **ENG 353 Internship (1-4 cr. hrs.)**

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: Minimum 3.0 GPA and consent of the instructor.

## **English** *continued*

### **ENG 355 Studies in U.S. Literature II: Minority Literature** (4 cr. hrs.)

Introduces students to United States minority literary traditions and provides continued practice in analyzing and writing about fictional works. Readings in, discussion of and/or an essay or annotated bibliography about literature for adolescents are provided for students seeking to meet teacher certification requirements for adolescent literature. May be cross-listed as WST 355 for students seeking a minor in Women's Studies; WST 355 will not meet a requirement of the English major. Prerequisite: ENG 330 or instructor permission.

### **ENG 360 Great Works of World Literature** (4 cr. hrs.)

A study of representative works of world literature from Antiquity, the Middle Ages, and the Renaissance in translation. The course emphasizes the study and understanding of the literary, cultural, and human significance of selected great works of the Western and non-Western literary traditions in their cultural/ historical contexts and of the enduring human values which unite literary traditions across history and cultures. May be cross-listed as WST 360 for students seeking a minor in Women's Studies; WST 360 will not meet a requirement of the English major. Prerequisite: ENG 330 or instructor permission.

### **ENG 365 Studies in Contemporary World Literatures** (4 cr. hrs.)

The course introduces students to contemporary postcolonial literature. May be cross-listed as WST 365 for students seeking a minor in Women's Studies; WST 365 will not meet a requirement of the English major. Prerequisite: ENG 330 or instructor permission.

### **ENG 390 Advanced Critical Theory** (4 cr. hrs.)

Intended for students who have taken ENG 330, this course undertakes rigorous examinations of critical literary and cultural theory—diverse conceptual methods of reading, interpreting and analyzing literary and cultural texts. ENG 390 fulfills 2 of the 6 required credits in the “Study of English Language” for Missouri teacher certification in English. Prerequisite: ENG 330.

### **ENG 396 Advanced Fiction Workshop** (4 cr. hrs.)

Intended for students who have taken ENG 316, this course continues and deepens the study of fiction-writing techniques through intensive workshop examinations of original and revised student manuscripts.

### **ENG 397 Advanced Poetry Workshop** (4 cr. hrs.)

Intended for students who have taken ENG 317, this course continues and deepens the study of poetry writing techniques through intensive workshop examinations of original and revised student poems.

### **ENG 440 Advanced Studies: English literature** (4 cr. hrs.)

Intensive study of a specific topic, writer or theme in English literature, grounded in the practice and methods of literary theory and research. Intended primarily for senior English majors, the course provides opportunities for students to complete an independent research project in collaboration with a member of the English Department faculty. Prerequisites: ENG 330 and at least two additional 300-level English courses. May be repeated for credit on different topics.

### **ENG 450 Advanced Studies: United States Literature** (4 cr. hrs.)

Intensive study of a specific topic, writer or theme in American literature, grounded in the practice and methods of literary theory and research. Intended primarily for senior English majors, the course provides opportunities for students to complete an independent research project in collaboration with a member of the English Department faculty. Prerequisites: ENG 330 and at least two additional 300-level English courses. May be repeated for credit on different topics.

### **ENG 460 Advanced Studies: World Literature** (4 cr. hrs.)

Intensive study of a specific topic, writer or theme in world literature founded in practice and methods of literary theory and primary research. Intended primarily for English majors, the course provides opportunities for students to complete an independent research project in collaboration with a member of the English Department faculty. Prerequisites: ENG 330 and at least two additional 300-level English courses. May be repeated for credit on different topics.

# History

Chair: Associate Professor Christopher Wilkins

Professor: Elaine Reynolds

Associate Professor: Brendon Benz

>> [www.jewell.edu/history](http://www.jewell.edu/history)

## Goals for Student Learning

- The student engages in historical analysis and interpretation. Therefore, the student is able to:*
  - understand the beliefs, motives and interests of individuals and groups in the past and draw meaningful conclusions about them;
  - demonstrate a careful appreciation of historical context when judging historical figures and avoid viewing the past solely from the perspective of present-day values; and
  - evaluate cause-and-effect relationships and competing historical narratives, noting the importance of individuals, larger historical forces and contingency in driving historical change.
- The student conducts historical research. Therefore, the student is able to:*
  - formulate historical questions from encounters with primary historical sources and secondary scholarly accounts of the past;
  - obtain historical data from a variety of sources, including library and museum collections, online databases, libraries, historic sites and oral testimony from living witnesses; and
  - interrogate historical data by uncovering the social, political and economic context in which it was created; evaluating the source for its credibility, authority, authenticity, internal consistency and completeness; and detecting and evaluating bias, distortion and propaganda by omission, suppression, or invention of facts.
- The student presents the results of his/her analysis and research in written and oral formats that conform to the standards of the discipline. Therefore the student is able to:*
  - support interpretations with primary and secondary historical evidence in closely reasoned arguments, reaching a persuasive conclusion;
  - present the results of analysis and research in written essay(s) that use correct English and the Chicago notes and bibliography style for citations; and
  - deliver an oral presentation to his/her peers that is well organized, appropriate for the audience and clearly delivered in the allotted time.

The department offers one major, which leads to a Bachelor of Arts (BA) degree. The department also offers a minor in history.

## The Major

### HISTORY

#### Required Courses

HIS 103	World History I (4)
or HIS 104	World History II (4)
HIS 121	Foundations of U.S. History (4)
or HIS 122	The Modern United States (4)
HIS 200	Introduction to Historical Methods (2)
HIS 400	Senior Capstone Research Seminar (2)

One 200/300-level U.S. history course\* (4)

Two 200/300-level courses in areas other than U.S. history\* (8)

\*At least one of these three courses must be numbered 300 or above. *All three courses must carry the HIS prefix.*

Additional hours in history are required to reach a minimum of 32 hours in the major. At least one HIS course within the major must focus on history prior to 1800 (Examples of the latter are HIS 103, 211, 212, 220, 232 and 339.)

Students may employ one course from the following list toward the requirement for “additional hours” in the major:

CTI 218	Forging Utopia: Stalinism as Civilization (4)
CTI 293	Economic Geography (4)
EDU 284	School and Society in the United States (4)
GEO 304	Economic Geography (4)
PHI 215	History of Western Philosophy I (4)
PHI 216	History of Western Philosophy II (4)
POL 150	Introduction to American Government (4)
POL 211	American Political Thought (4)
POL 313	Classical and Medieval Political Thought (4)
POL 314	Modern Political Thought (4)
POL 334	U.S. National Security Policy (4)

History majors are permitted—but not required—to declare one area of emphasis that requires an enhanced level of study in a specific geographic area, thematic topic, or chronological era. The five possible areas of emphasis are shown below. To earn a major with an area of emphasis, a student must complete a minimum of four courses (which may include both introductory and upper-level courses) from one of the following lists. Courses from the area of emphasis will normally also fulfill, at least in part, some

## History *continued*

of the above requirements for the 32-hour core of the major. The department chair may permit history courses not listed below to count toward a specific area of emphasis. A maximum of 40 hours with the HIS prefix can be counted toward graduation.

### Emphasis in European History

HIS 211	The Greek World (4)
HIS 212	The Roman World (4)
HIS 230	History of England (4)
HIS 232	Early Modern Europe (4)
HIS 234	Formation of Modern Europe (4)
HIS 235	Hitler's Europe (4)
HIS 251	Crime and Punishment (4)
HIS 340	The Great War (4)
HIS 341	Britain and Its Empire (4)
**CTI 218	Forging Utopia: Stalinism as Civilization (4)
**PHI 215	Introduction to Western Philosophy I (4)
**PHI 216	Introduction to Western Philosophy II (4)
**POL 313	Classical and Medieval Political Thought (4)

### Emphasis in Pre-Modern History

HIS 211	The Greek World (4)
HIS 212	The Roman World (4)
HIS 220	The Bible: History and the Construction of History (4)
HIS 232	Early Modern Europe (4)
HIS 339	Early History of God(s) (4)
**POL 313	Classical and Medieval Political Thought (4)
**PHI 215	Introduction to Western Philosophy I (4)

### Emphasis in Religious History

HIS 215	American Religion in the Modern Age (4)
HIS 220	The Bible: History and the Construction of History (4)
HIS 254	Colonialism and Theologies of Liberation (4)
HIS 339	Early History of God(s) (4)

### Emphasis in U.S. History

HIS 121	Foundations of U.S. History (4)
HIS 122	The Modern United States (4)
HIS 204	Special Topics in U.S. History (4)
HIS 215	American Religion in the Modern Age (4)
HIS 250	Gender and History (4)
HIS 278	U.S. Civil War and Reconstruction (4)
HIS 295	Slavery, Memory and Justice (4)
HIS 308	Presidential Leadership (4)
HIS 327	Major Debates in U.S. Foreign Policy (4)
HIS 399	Truman and Modern America (4)

**EDU 284	School and Society in the United States (4)
**POL 150	Introduction to American Government (4)
**POL 211	American Political Thought (4)
**POL 334	U.S. National Security Policy (4)

### Emphasis in World History

HIS 103	World History I (4)
HIS 104	World History II (4)
HIS 254	Colonialism and Theologies of Liberation (4)
HIS 280	The Second World War (4)
HIS 285	Slavery and Abolition (4)
HIS 324	Comparative Revolutions (4)
**GEO 304	Economic Geography (4)

\*\* A maximum of one course without the HIS prefix may be used toward the requirement for four courses in an area of emphasis.

All history courses help students develop skills in careful reading, effective writing and critical thinking. History majors are encouraged to participate in Jewell's overseas programs. A few majors may be able to take an internship. Consult with the department chair about possibilities.

Students who select history as their first major must follow the requirements for the BA degree. Students whose primary major leads to a Bachelor of Science degree and who wish to add History as an additional major may follow the core requirements for the BS degree.

Students who wish to pursue teacher certification in social studies (9-12) should major in both history and secondary teacher education and take specific social studies course work in addition to the History major. (There is no separate certification in history education available in Missouri.) Additional information about the Secondary Education major can be found in the Education section of this catalog, and the specific social studies course work is listed on advising checklists in the Department of Education Office. Alternatively, students may complete a BA degree with a major in history and specific social studies course work, followed by a Master of Arts in Teaching degree.



## History *continued*

### The Minor

#### HISTORY

##### Required Courses

HIS 103	World History I (4)
or HIS 104*	World History II (4)
HIS 121	Foundations of U.S. History (4)
or HIS 122*	The Modern United States (4)

12 additional hours of 200/300-level courses, with at least four hours in U.S. history and four hours in world history.\* (HIS 200 does not meet this requirement.)

\* Courses that are used to meet requirements of the student's major or of another minor cannot also be chosen here to apply to this minor.

### Course Descriptions

#### HIS 103 World History I (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 with an emphasis on interrelationships across time and space.

#### HIS 104 World History II (4 cr. hrs.)

Introduction to the content and methodology of modern history. Considers 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.

#### HIS 121 Foundations of U.S. History (4 cr. hrs.)

This course examines the history of the United States from the colonial era to the conclusion of the Civil War. Students will explore major events and themes from that period and consider how the early years of U.S. history influence the present.

#### HIS 122 The Modern United States (4 cr. hrs.)

This course examines the history of the United States from post-Civil War Reconstruction to the present. Students will explore major events and themes from that period and gain a deeper understanding of the historical forces that shape the United States today.

#### HIS 200 Introduction to Historical Methods (2 cr. hrs.)

This course introduces students to the practice of history. Students will learn about the resources and methods available to the historian. These include locating print and digital materials and close reading of primary and secondary sources. Critical evaluation of the many types

of historical sources is also addressed. The class examines what constitutes good historical writing, including the importance of source citation and how it is done. Students will be introduced to the ways in which historical interpretations have changed over time. This course is required for all history majors. Prerequisites: sophomore standing. Offered fall semesters.

#### HIS 202 Special Topics in World History (4 cr. hrs.)

This course will provide an opportunity for a select group of students to consider a topic that is limited geographically and chronologically, such as "Women in Western Europe" or "History of Science and Technology." Students will read in primary and secondary sources. Prerequisite: HIS 103 or 104 or instructor's permission.

#### HIS 204 Special Topics in U.S. History (4 cr. hrs.)

This course will provide an opportunity for a select group of students to consider a topic that is limited in some manner, such as "America since 1945" or "Religion in America." Students will read in primary and secondary sources. Prerequisite: HIS 121 or 122 or instructor's permission.

#### HIS 211 The Greek World (4 cr. hrs.)

Through readings from primary as well as secondary sources, and discussions of these readings, students will acquire an understanding of the political, social and cultural history of the Greek people, focusing chiefly on the period from 800-300 B.C.E., and of Greek contributions to the development of modern life and thought. Previous enrollment in HIS 103 is recommended.

#### HIS 212 The Roman World (4 cr. hrs.)

Through readings from primary as well as secondary sources, and discussions of these readings, students will acquire an understanding of the political, social and cultural history of the Roman people, focusing primarily on the period from 130 B.C.E.-70 C.E., and of Roman contributions to the development of modern life and thought. Previous enrollment in HIS 103 is recommended.

#### HIS 215 American Religion in the Modern Age (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 history and ongoing evolution and significance of religion in the American context is given focused attention. Cross-listed as CTI 238. It is recommended that students enrolling in this course be eligible to take Level-II CTI courses.

## History *continued*

### **HIS 220 The Bible: History and the Construction of History** (4 cr. hrs.)

This course is an in-depth study of the Bible as a source of history and a platform for constructing history. Students will evaluate the relationship between material history, representational history and memory. Students will also learn the methods used for a critical analysis of the Bible. With these tools in hand, students will scrutinize pivotal biblical narratives in an attempt to determine which elements are grounded in history and which have been developed at a later date for the purpose of fostering a common identity and responding to contemporary events. Cross-listed as CTI 249. It is recommended that students enrolling in this course be eligible to take Level-II CTI courses.

### **HIS 224 Modern China** (4 cr. hrs.)

Starting in the eighteenth century under the Qing Dynasty, this course covers the history of China into the 21st century. Topics considered may include: China's domestic social and economic development; internal challenges to stability, such as the Taiping Rebellion and external challenges like the Opium Wars; gender in Chinese society and the Chinese Diaspora; the fall of the Qing Dynasty and China's revolutions; China in World War II; Mao's China; and Tiananmen Square and China's rise as an economic powerhouse. Prerequisite: HIS 103 or 104 or instructor's permission.

### **HIS 230 History of England** (4 cr. hrs.)

A survey of the major themes, events and people of English history, this course introduces students to the content of British history from the Glorious Revolution of 1688 to the present. It may include topics such as parliamentary politics, the Industrial Revolution, rise and fall of the British empire, Victorian society, the two World Wars and Britain in the European Union. Prerequisite: HIS 103 or 104 or instructor's permission.

### **HIS 232 Early Modern Europe** (4 cr. hrs.)

This course is an advanced survey of Europe in the 18th and early 19th centuries. Students will study topics such as the rise of absolutism, Europe and the New World, the Scientific Revolution and Enlightenment, the French Revolution and Napoleon, and the Industrial Revolution. Prerequisite: HIS 103 or 104 or instructor's permission.

### **HIS 234 The Formation of Modern Europe** (4 cr. hrs.)

A detailed look at the development of Europe in the later 19th and 20th centuries and the work of its historians, to early 21st century. Considers such topics as 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, the Cold War, the fall of communism and its aftermath. Prerequisite: HIS 103 or 104 or instructor's permission.

### **HIS 235 Hitler's Europe** (4 cr. hrs.)

This course focuses on Europe in the first half of the 20th century and traces the immediate impact of the First World War, the interwar years the experience of World War II. The mix of topics may include the effects of the 1918 peace settlement, the rise and fall of the Weimar Republic of Germany, the origins and development of authoritarian regimes in Italy, Germany and Spain, the Great Depression in Europe, the origins and course of World War II. The course will also look closely at the Holocaust, the Nazi effort to annihilate the Jews and other so-called 'racial enemies' that ultimately led to the deaths of approximately 12 million people. This course deals less with military history and more on the experience of dictatorship and total war on the home fronts in Europe. While there are no prerequisites for this course, it is helpful if students have taken HIS 104.

### **HIS 250 Gender and History** (4 cr. hrs.)

Gender, like race and class, is one of the fundamental categories that have affected, if not determined, one's experience of power and justice. This course looks in particular at the experiences of women and men from the 18th century to the present. It examines both the theory and reality of women's roles in the family, the workplace and the state and how those have changed over time. (Considered a U.S. History course in the history major.) Cross-listed as CTI 286. It is recommended that students enrolling in this course be eligible to take Level-II CTI courses.

### **HIS 251 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 18th and 19th century England. Students will grapple with a variety of topics and 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. Cross-listed as CTI 277. It is recommended that students enrolling in this course be eligible to take Level-II CTI courses.

## History *continued*

### **HIS 252 Comparative Revolutions (4 cr. hrs.)**

This course guides students through the study of at least two revolutions. The instructor will choose from among major revolutions, such as the French Revolution of 1789, the Russian Revolution of 1917 or the Chinese Revolution of 1949. Other events, like the American Revolution, the Revolutions of 1848 or Latin American revolutions, may also be used for comparison. Some of the key questions involved in this will include: How do we define revolution? What causes them? What influences their outcomes? Are revolutions primarily political events or must they include social and/or economic change? Are some revolution failures and others successful? Prerequisite: HIS 103 or 104 or instructor's permission. Cross-listed as CTI 285. It is recommended that students enrolling in this course be eligible to take Level-II CTI courses.

### **HIS 254 Colonialism and the Theologies of Liberation (4 cr. hrs.)**

Liberation Theology took shape in the 1960s under the leadership of Catholic priests from Central and South America in an attempt to combat the legacy of colonialism. Since its inception, it has been adopted by religious leaders around the globe and adapted to suit their particular circumstances. This course will study the strategies employed by colonists to assert their authority in Latin America, Africa and Asia, and the impact the colonization had on the autochthonous populations of these regions. Students will also analyze how these groups used theology to fight for liberation. Cross-listed as CTI 225. It is recommended that students enrolling in this course be eligible to take Level-II CTI courses.

### **HIS 278 The United States, 1850-1877: Civil War and Reconstruction (4 cr. hrs.)**

A detailed account of the causes of the Civil War, the course of the war, and the process of reconstructing the states that formed the Confederacy.

### **HIS 280 The Second World War (4 cr. hrs.)**

The course examines the military, political and social history of World War II, as well as the conflict's origins and the causes of Allied victory. Students will consider ethical questions such as those related to the rise of fascist dictatorships in Germany and Japan; targeting civilian populations during a "total war"; the Holocaust; Japanese war-crimes in Asia; Japanese internment in the United States; racism in the Pacific War; the fire-bombing of German and Japanese cities and the use of atomic bombs; and the Nuremberg trials. Cross-listed as CTI 280. It is recommended that students enrolling in this course be eligible to take Level-II CTI courses.

### **HIS 285 Slavery and Abolition (4 cr. hrs.)**

This course examines present-day slavery—and antislavery campaigns seeking to end it—in historical perspective. After an introduction to slavery in the ancient and medieval eras, the first section of the course surveys the history of slavery in the Atlantic world from the 16th century to the 19th. The second section adopts a global focus and concentrates on the late 20th century and early 21st century, exploring why forced labor continues to thrive and what steps are being taken to reverse that trend. Students will draw on disciplines including history, economics, political science, literature and law. Attention will be paid to how inequalities of power in the global economy have fueled the expansion of slavery and how globalization and technology have provided tools for anti-slavery activists to combat slavery and seek justice for its victims. Cross-listed as CTI 287. It is recommended that students enrolling in this course be eligible to take Level-II CTI courses.

### **HIS 295 Slavery, Memory and Justice (4 cr. hrs.)**

This course examines slavery's influence on William Jewell College, addressing topics such as enslaved people's role in creating the wealth used to found the college; the extent of slaveholding among the college's leaders and students; and steps taken by college leaders to support, or undermine, the institution of slavery. We will investigate these topics in the context of a broader analysis of slavery's profound influence on many U.S. colleges and universities and American society as a whole. Finally, we will study how other colleges and universities have sought to acknowledge and memorialize their slaveholding past and use that knowledge to shape their future policies.

### **HIS 308 Presidential Leadership (4 cr. hrs.)**

This course examines the nature of effective presidential leadership in U.S. history. Students will focus in-depth on two major presidents and analyze what causes some presidents to succeed, and others to fail, in achieving their aims. The course emphasizes the benefits of a biographical approach to history as well as the importance of assessing presidents' decisions on foreign and domestic policies as an integrated whole.

### **HIS 327 Major Debates in U.S. Foreign Policy (4 cr. hrs.)**

Students will engage in historical research, analysis and writing focused on major issues in the history of U.S. foreign policy from the late nineteenth century until the early twenty-first century. Potential topics include debates surrounding the Spanish-American War, U.S. entry into the Great War, the League of Nations, isolationism and

## History *continued*

interventionism from the early 1930s until 1941, the early Cold War, the Vietnam War, humanitarian interventions in the 1990s and recent conflicts in the Middle East.

### **HIS 339 The Early History of God(s)** (4 cr. hrs.)

The purpose of this course is to explore a range of textual and archaeological evidence that sheds light on conceptualizations of divinity and their relationship to social and political systems in the human realm. Students will evaluate the religions of Egypt, Mesopotamia and Israel, and seek to understand how they responded to historical events and sociopolitical structures. In addition, students will consider the nature of social power and the strategies used by those in power to affirm divine approval of significant alterations to the framework of society. Finally, students will assess how scholarship has shaped conventional wisdom regarding the religious histories of these regions.

### **HIS 340 The Great War** (4 cr. hrs.)

An in-depth study of World War I emphasizing its unique impact on the world throughout the next century and up to the present. While the causes and results of the war, its leaders and its military campaigns will be examined, students will also delve into its impact and portrayal in literature, film and music.

### **HIS 341 Britain and Its Empire** (4 cr. hrs.)

In the 1920s, Great Britain claimed a quarter of the territory on earth as its empire, "on which the sun never set." This course will examine how a small kingdom on the northwest coast of Europe acquired this and then lost it. The time frame is from the early 17th century, when the English took a toehold in North America, to the late 20th century, as Britain ended its imperial claims. The mix of topics may include Britain and colonial America; Britain, India and the Raj; the Scramble for Africa; Formal and Informal Empire; Empire and the world wars; Gandhi and Indian Independence; Retreat from Empire. Students will have the opportunity to do in-depth research into a particular colony or time period, working with on-line and published primary sources as well as secondary materials. It is suggested (but not required) that students have taken HIS 104 (World History II) and HIS 200 or have experience in research methods before taking this course.

### **HIS 399 Truman and Modern America** (4 cr. hr.)

This course is an upper-level research seminar that examines major topics in the history of Harry Truman's presidency. Students will conduct research on a weekly basis at the Truman Presidential Library and complete a 20- to 30-page research essay by the end of the semester. Potential topics for student essays include Truman's influence on matters such as the origins of the Cold War, the use of the Atomic Bomb, Civil-Military Relations, the founding of the United Nations, the Civil Rights movement, debates over Universal healthcare and many others. Permission of instructor required.

### **HIS 400 Senior Capstone Research Seminar** (2 cr. hrs.)

This course is the senior seminar for history majors. Students will apply their research and writing skills developed in earlier courses to produce a seminar-length research paper utilizing both primary and secondary sources on a topic chosen by the student in consultation with the instructor. Students will present the paper orally and in a final written version that demonstrates a knowledge of proper utilization of sources and documentation. Prerequisites: COM 100. Students must be history majors with junior or senior standing and a minimum of 30 hours in history, including HIS 200 or its equivalent. Offered fall semesters.

### **HIS 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.

### **HIS 404 Readings in U.S. 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.

### **HIS 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 chair for additional details.

# Honors Institute in Critical Thinking

Director: Associate Professor David Lisenby

>> [www.jewell.edu/honors-institute](http://www.jewell.edu/honors-institute)

## Goals for Student Learning

Students completing the Honors Institute program will be able to

- demonstrate an understanding of and ability to employ critical and creative thinking strategies and methodologies practiced across various disciplinary contexts;
- design, develop and effect an experiential, interdisciplinary project that addresses a larger communal problem, issue or matter; and
- reflect critically upon the processes, outcomes and implications of the experiential project, and record these findings in the form of a paper or presentation to be shared publicly.

## The Program

### Required Courses

HCT 110	The Critical Mind (2)
HCT 120	Analytical Thinking (2)
HCT 210	Integrative Thinking (2)
HCT 220	Project Development (2)
At least 2 credit hours of	
HCT 300	Experiential Practicum (1-4)
HCT 410	Experiential Reflection (2)
HCT 420	Scholarly Presentation (2)

Successful completion of the entire program, which leads to a notation of “Honors Institute Fellow” on the student’s transcript, requires a grade of C– or better in each required course.

A participant in the Oxbridge Honors Program is ineligible for the Honors Institute program.

A student who intends to complete work in the Honors Institute in Critical Thinking is discouraged from beginning a disciplinary honors project, a decision about which is typically made during the junior year.

## Course Descriptions

### HCT 110 The Critical Mind (2 cr. hrs.)

This course will introduce students to the processes involved when we draw logical conclusions, critically evaluate claims and evidence, distinguish between sound and faulty arguments, gauge the probability or likelihood of an event, and thoughtfully construct and effectually

convey sound arguments. Employing interdisciplinary methods, students will explore argument types and their logical structures, common fallacies and cognitive biases, fundamentals of sound scientific and statistical reasoning, and the personal characteristics that foster critical thought. In addition to examining critical thinking at the individual level, students will consider the development of critical thinking within community. Prerequisite: Admission to the HICT program or approval of the director.

### HCT 120 Analytical Thinking (2 cr. hrs.)

An examination of the structure of arguments and of tools for assessing the credibility of reasoning. This course builds on the skills and concepts introduced in HCT 110. Students will learn to distinguish premises from conclusions and to evaluate the extent to which premises support conclusions, using everyday examples of social, political and scientific argumentation. Students will learn to spot arguments whose structure is misleading or faulty and will improve their ability to construct strong arguments of their own. A student who completes HCT 110 and 120 may substitute these two courses for CTI 102. Prerequisite: HCT 110.

### HCT 210 Integrative Thinking (2 cr. hrs.)

This course builds upon students’ critical thinking skill set by investigating our cognitive processes themselves. How can we be sure our reasoning abilities are sound? What predilections and blind spots might flaw our thinking, and how might we overcome these limitations? How can metacognitive awareness improve our thinking? With attention to the psychological concepts of intuitive thinking and analytical thinking, we will explore how these processes are shaped by factors that are ideological, cultural, linguistic, biological and bodily/material. Prerequisite: HCT 120.

### HCT 220 Project Development (2 cr. hrs.)

This course builds upon students’ critical thinking skill set by applying sound reasoning, metacognitive awareness and community-oriented thinking to the evaluation and creation of project proposals. By what criteria should projects be evaluated? What are the various written and oral components of a successful project proposal? How might grant funding be pursued? Should projects include a social benefit? Why do some projects succeed and others fail? This course addresses these questions while preparing students to propose their own experiential practicum projects. Prerequisite: HCT 210

## Honors Institute *continued*

### **HCT 300 Experiential Practicum (1-4 cr. hrs.)**

In this course students will carry out issue-based critical thinking projects in coordination with a partner organization in the community. Ideally, students will work in teams, though individual projects may be permitted. Each project plan will be implemented according to specific project goals/outcomes to be established in coordination with the on-campus advisor and partner-organization supervisors of the project. Students report progress toward project goals at the mid- and endpoints of each semester, with feedback provided by community, faculty and cohort members. Students will consult with their on-campus advisor and partner-organization supervisor throughout the semester, with specific feedback to be provided (and incorporated) prior to each progress report deadline. This practicum may be taken fall and spring semesters for varying credits (1 to 4 hours per semester), up to a maximum total of 8 credits. Work completed in HCT 300 cannot be applied to disciplinary honors projects. Prerequisite: HCT 220.

### **HCT 410 Experiential Reflection (2 cr. hrs.)**

This is the first of two capstone-level courses in the Honors Institute program. Students in this course will critically reflect on the experiential practicum projects they completed for HCT 300 credit. In so doing, they will conduct additional research on the community/societal issue at the heart of their completed practicum project and will also study the scholarship of experiential learning, to gain a metacognitive perspective on the type and depth of learning that they have achieved through their chosen Honors Institute projects. Prerequisite: HCT 300.

### **HCT 420 Scholarly Presentation (2 cr. hrs.)**

This is the second of two capstone-level courses in the Honors Institute program. Students in this course will synthesize their academic and experiential learning from previous stages in the HCT curriculum in order to create and disseminate a well-researched scholarly presentation that communicates the outcomes of their issue-based practicum projects, contextualizing those outcomes in relation to existing scholarship and societal realities. The “presentation” may take the form of a conventional academic paper or may be video, web-based or multimedia. Regardless of the chosen form, the scholarly presentation will be disseminated to an audience beyond the classroom, which may be the Duke Undergraduate Colloquium or another venue. After dissemination, students will revise their work, taking into account comments from presentation audience members and other sources of critical feedback. Prerequisite: HCT 410.

# Languages

Chair: Associate Professor Robert Wells

Professor: Susan Myers

Associate Professor: David Lisenby

Visiting Assistant Professor: Ben Jasnow

>> [www.jewell.edu/spanish](http://www.jewell.edu/spanish)

The Department of Languages offers instruction in Arabic, French, Latin, and Spanish. A major and minor are offered in Spanish. Students may choose any of these languages to complete the College's world language requirement. In all courses, students work toward development of language proficiency and sociocultural understanding that prepare them to engage with our increasingly globalized world and our diverse country, in the pursuit of varied academic and professional paths.

Students who have studied Spanish or French for two or more years in high school and who wish to continue studies in the same language must take a placement test before enrolling in a language course at William Jewell. Students who place above the 211 level in French and Spanish will be offered the opportunity to take a written equivalency exam. Passing this exam means that the student will be deemed to have satisfied the College's world language requirement. Students seeking placement above the 111 level in Arabic or Latin should communicate with the department chair.

## The Major

### SPANISH

#### Learning Outcomes

Students who graduate with a major in Spanish will be able to:

- identify and describe the socio-cultural conditions, both historical and present, of various Spanish-speaking countries and communities;
- identify and interpret literary and cultural works according to their social, political, economic and historical contexts and in relation to major literary and artistic trends;
- communicate in Spanish at a level sufficient for sustained interaction on academic and non-academic subjects with native speakers and texts (Intermediate-High or Advanced-Low proficiency on the American Council on the Teaching of Foreign Languages [ACTFL] scale); these skills include listening, reading, speaking and writing; and

- critically analyze Spanish-language texts by developing original theses, forming coherent arguments supported by textual evidence, and integrating relevant secondary sources of criticism and theory.

#### Requirements

Spanish majors must complete 24 hours of Spanish courses numbered 300 or above. The following two courses, completed in residence at Jewell, must be included:

SPA 315	Textual Analysis and Composition (4)
SPA 415	Senior Research Capstone (4)

Study abroad is recommended for all Spanish majors.

#### Teacher Certification:

Students may receive certification to teach Spanish in grades K-12 in the State of Missouri by majoring in Spanish and also majoring in secondary education. Procedures for obtaining teacher certification are included in the Student Handbook for Teacher Certification. Alternatively, students may complete a BA degree with a major in Spanish followed by a Master of Arts in Teaching degree. Specific course requirements for all certification programs may be found on check sheets available in the Education Department office.

## The Minor

### SPANISH

#### Requirements

Spanish minors must complete 16 hours of Spanish courses, including the following:

SPA 212	Intermediate Spanish II (4)
SPA 315	Textual Analysis and Composition (4)

Other courses\* must be numbered 300 or above.

The student may replace SPA 212 with another course numbered 300 or above. Study abroad is recommended for all Spanish minors.

\* Courses that are used to meet requirements of the student's major or of another minor cannot also be applied to this minor.



## Course Descriptions

### ARABIC

#### **ARA 111 Elementary Modern Arabic I (4 cr. hrs.)**

The first course at the introductory level in Arabic. Students learn to speak, read and write Arabic. Fall semester.

#### **ARA 112 Elementary Modern Arabic II (4 cr. hrs.)**

The second course at the introductory level in Arabic. Spring semester.

#### **ARA 211 Intermediate Modern Arabic I (4 cr. hrs.)**

Further practice in speaking, reading and writing Arabic. Fall semester.

### FRENCH

#### **FRE 111 Elementary French I (4 cr. hrs.)**

A college course in French language in which students acquire the language competencies of level A1, Basic User: Breakthrough or beginner student of the Common European Framework of Reference for Languages. This course assumes no prior knowledge of French. Students will complete sections A1.1 through A1.4 of the French method *Totem 1* in this course. The final sections, A1.5 and A1.6, are addressed in the companion course FRE 112 Elementary French II in which students also complete sections A2.1, A2.2 and A2.3 of *Totem 2*. Students with two or more years of high school study and desiring to continue with French must take the placement exam in order to determine the proper enrollment. Fall semester.

#### **FRE 112 Elementary French II (4 cr. hrs.)**

A college course in French language in which students practice the language competencies of level A1, Basic User: Breakthrough or beginner student and acquire initial language competencies of level A2, Basic User: Waystage or elementary student of the Common European Framework of Reference for Languages. This course assumes students are capable of level A1 language skills. Students will complete the final sections, A1.5 and A1.6, of the French method *Totem 1* as well as the sections A2.1, A2.2 and A2.3 of *Totem 2* in this course. The remaining sections A2.4 through A2.8 of *Totem 2* are addressed in the companion course FRE 211 Intermediate French I. Spring semester.

#### **FRE 211 Intermediate French I (4 cr. hrs.)**

A college course in French language in which students acquire the language competencies of level A2, Basic User: Waystage or elementary student of the Common

European Framework of Reference for Languages. This course assumes students are capable of level A1 and initial A2 skills. Students will complete the remaining sections of A2.4 through A2.8 of *Totem 2*. Fall semester.

### LATIN

#### **LAT 111 Elementary Latin I (4 cr. hrs.)**

Study of Latin grammar, vocabulary and syntax to enable students to read Latin literature of increasing difficulty. Fall semester.

#### **LAT 112 Elementary Latin II (4 cr. hrs.)**

Continued study of Latin grammar, vocabulary and syntax to enable students to read Latin literature of increasing difficulty. Spring semester.

#### **LAT 211 Intermediate Latin (4 cr. hrs.)**

Extensive readings from works of one or more Latin authors, such as Cicero or Vergil, depending on student interests. Fall semester.

### SPANISH

#### **SPA 111 Elementary Spanish I (4 cr. hrs.)**

This elementary Spanish course introduces and develops basic skills of language proficiency, while presenting socio-cultural topics of the Hispanic world. Designed for students with little or no previous Spanish experience. Students with two or more years of high school study and desiring to continue with Spanish must take the placement exam in order to determine the proper enrollment. Fall semester.

#### **SPA 112 Elementary Spanish II (4 cr. hrs.)**

This second course in the elementary sequence continues to introduce and develop basic skills of language proficiency, while presenting socio-cultural topics of the Hispanic world. This course is designed for students with two or more years of study at the high school level or one semester at the college-level. Fall and spring semesters.

#### **SPA 211 Intermediate Spanish I (4 cr. hrs.)**

This intermediate Spanish course furthers oral and written proficiency, while expanding socio-cultural understanding of the Hispanic world. Reviews grammar and vocabulary; introduces new language structures and concepts. Develops critical thinking skills through reflection on readings and films in the target language. Community-based learning is a graded course component. Fall and spring semesters.

## Languages *continued*

### **SPA 212 Intermediate Spanish II (4 cr. hrs.)**

A continuation of study from SPA 211, building toward advanced language proficiency and an enhanced critical perspective on Spanish-speaking countries and communities. Greater emphasis on literary and cultural analysis. Spring semester.

### **SPA 315 Textual Analysis and Composition (4 cr. hrs.)**

This course is designed to introduce students to the practice of textual analysis in Spanish and to improve critical writing skills and oral proficiency, preparing students for further upper-level study of literature in Spanish. Through a genre approach, students will develop an understanding of the terminology and concepts necessary to analyze and discuss works of narrative fiction, poetry, theatre and essay, along with an appreciation of broader themes and trends in Hispanic literatures and cultures. Texts selected for study come from Spain and Latin America, from the Middle Ages through the present, and will be viewed in relation to pertinent artistic movements and socio-historical contexts. Additionally, instruction in composition and an integrated grammar review will develop students' capacities for oral and written expression in Spanish. This course is conducted in Spanish. Fall semester.

### **SPA 319 Translation Studies (4 cr. hrs.)**

This course focuses on the theory and practice of translation, including both literary translation and so-called technical translation for the medical, legal and business fields. Students will examine conceptual frameworks and competing translation theories and will apply their theoretical knowledge in analyzing texts translated from Spanish to English. Students will also produce their own translations, both Spanish-to-English and English-to-Spanish. Primary texts examined will include representative literature from Spain and Latin America, studied in socio-historical context. All aspects of the course are designed to cultivate the skills of critical analysis, while simultaneously continuing to develop oral and written communicative proficiency in Spanish. Prerequisite: SPA 315. Spring semester every third year.

### **SPA 323 Spanish Peninsular 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. All aspects

of the course are designed to cultivate the skills of critical analysis, while simultaneously continuing to develop oral and written communicative proficiency in Spanish. Prerequisite: SPA 315. Fall semester every third year.

### **SPA 324 Latin 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. All aspects of the course are designed to cultivate the skills of critical analysis, while simultaneously continuing to develop oral and written communicative proficiency in Spanish. Prerequisite: SPA 315. Fall semester every third year.

### **SPA 325 Cinema Studies (4 cr. hrs.)**

An introduction to the study of Hispanic film – primarily Spanish-language film produced in Latin America and Spain. Students will watch and analyze different types or genres of films [e.g. musical, melodrama, silent, action, avant-garde, surrealist, (neo-)realist, Hollywood, global, etc.] study film technique, and read film theory and film criticism. Particular films and directors will be studied within the context of certain sociopolitical milieus, which will provide insight into visual representations of things like the Argentine Dirty War, sexuality and gender in Spain, etc. Other course content and readings will be interdisciplinary in nature. Geographical and temporal focus will vary, as will in-depth study of the cinematic output of one or several auteur directors. All aspects of the course are designed to cultivate the skills of critical analysis, while simultaneously continuing to develop oral and written communicative proficiency in Spanish. Prerequisite: SPA 315. Fall semester every third year.

### **SPA 329 Colonial Encounters (4 cr. hrs.)**

This course examines the colonial period in Latin America, with corresponding attention to Spain, from the 15th-century arrival of Europeans in the so-called New World up to political independence of Latin American countries from Spain in the early 19th century. Through historical texts, literature and other cultural work, we consider issues of social power related to race, ethnicity, language, gender and religion. All aspects of the course are designed to cultivate the skills of critical analysis, while simultaneously continuing to develop oral and written communicative proficiency in Spanish. Prerequisite: SPA 315. Spring semester every third year.

## Languages *continued*

### **SPA 330 Modernity and the Hispanic World (4 cr. hrs.)**

This course examines the period of late modernity in Latin America and Spain, from the consolidation of the nation state in the 19th century, to the tumultuous 20th century and up to the precarious present day. Through an interdisciplinary approach that examines literature, film, history, politics and cultural studies, we consider issues of social power related to race, ethnicity, language, gender, religion, postcolonialism and globalization. All aspects of the course are designed to cultivate the skills of critical analysis, while simultaneously continuing to develop oral and written communicative proficiency in Spanish. Prerequisite: SPA 315. Spring semester every third year.

### **SPA 331 Special Topics in Hispanic Literature, Culture and Film (4 cr. hrs.)**

This is a 300-level literature course that will address various topics related to the literatures, cultures and cinemas of Hispanic countries. Cross-listed as WST 331, when the topic is Hispanic Women's Literature, for students seeking a minor in Women's Studies. WST 331 will not meet a requirement of the Spanish major or minor. This course may be taken more than once under a different topic. All aspects of the course are designed to cultivate the skills of critical analysis, while simultaneously continuing to develop oral and written communicative proficiency in Spanish. Prerequisite: SPA 315.

### **SPA 332 U.S.-Latinx Studies (4 cr. hrs.)**

This course examines literature, cultural production and socio-historical experiences of those identified in the U.S. as latina or latino, terms increasingly replaced by the gender-neutral "latinx." The first half of the course focuses on works by Chicano and Mexican-American authors. The second half considers the presence of the Hispanic Caribbean (Cuban-Americans, Puerto Ricans and Dominicans). Throughout the course, we investigate implications of the terms "latino" and "Hispanic" as labels for the people whose experiences are represented. All aspects of the course are designed to cultivate the skills of critical analysis, while simultaneously continuing to develop oral and written communicative proficiency in Spanish. Cross-listed as CTI 206. Prerequisite: SPA 315.

### **SPA 411 Tutorial in Spanish (1-4 cr. hrs.)**

### **SPA 412 Tutorial in Spanish (1-4 cr. hrs.)**

Extensive directed study in an area of special interest to the student. The instructor will choose learning activities in collaboration with the student. Assessment will normally include exams, essays, research papers, and/or oral presentations. This course is primarily for students who need additional credit hours to fulfill program requirements but are unable to take the regularly scheduled course offering. Prerequisite: SPA 315 and instructor approval.

### **SPA 415 Senior Research Capstone (4 cr. hrs.)**

In this final course in the Spanish major sequence, students will demonstrate a capacity for literary and cultural analysis in Spanish, as well as familiarity with socio-historical issues of the Spanish-speaking world. Course content will cover a broad range of cultural work from various time periods and geographic regions. Students will produce an extended research paper. All aspects of the course are designed to cultivate the skills of critical analysis, while simultaneously continuing to develop oral and written communicative proficiency in Spanish. Prerequisites: SPA 315 and at least 16 credits at the 300-level. Spring semester.

# Mathematics and Data Science

Chair: Associate Professor Erin Martin

Associate Professors: David McCune and Azadeh Rafizadeh

>> [www.jewell.edu/mathematics](http://www.jewell.edu/mathematics)

>> [www.jewell.edu/data-science](http://www.jewell.edu/data-science)

The department offers majors and minors in both mathematics and data science. Both majors lead to a Bachelor of Arts (BA) degree. Students whose primary major leads to a Bachelor of Science degree and who wish to add either of these programs as a second major may follow the core requirements for the BS degree. A grade of C- or higher is required in each course for a major or minor.

Students who wish to receive certification to teach mathematics in grades 9-12 in the State of Missouri may complete a major in secondary education and a major or minor in mathematics. Additional course requirements and procedures to be followed in obtaining teacher certification are included in the Student Handbook for Teacher Certification. Alternatively, students may complete a BA degree with a major in mathematics followed by a Master of Arts in Teaching degree. Specific course requirements for all certification programs may be obtained from the Education Department.

## The Majors

### DATA SCIENCE

#### Learning Outcomes of the Data Science Major

Graduates of the program will be able to:

1. Construct data files using advanced statistical and data programming techniques to solve practical problems in data science and analytics;
2. Create predictive models using statistical, data mining and programming techniques, and evaluate and interpret such models to support fact-based decision-making;
3. Communicate and interpret quantitative information, including appropriate use of written, oral and visual media; and
4. Translate analytic results into clear, actionable insights.

Courses required for the data science major or minor will not normally be counted unless they are less than 10 years old.

#### Required Courses for All Students

PHY 215	Introduction to Computational Modeling (2)
DTS 150	Introduction to Data Science (4)
DTS 190	Introduction to Programming (4)
DTS 200	Data Modeling, Databases & Querying (4)
DTS 218	Applied Statistics (4)
DTS 350	Data Visualization (4)
DTS 360	Data Mining with Applications (4)
DTS 400	Data Science Internship (2)
DTS 410	Data Science Capstone (2)
MAT 109	Calculus I (4)

As a part of the major, each student *must* select one of the following areas of emphasis and complete successfully all courses in that area of emphasis. A student cannot have more than one area of emphasis within the major.

#### Emphasis: Bioinformatics

CHE 122	General Chemistry II (4)
CHE 122L	General Chemistry II Laboratory (1)
BIO 233	Cell and Molecular Biology (4)
BIO 233L	Cell and Molecular Biology Laboratory (1)
BIO 234	Genetics (4)
BIO 234L	Genetics Laboratory (1)
BIO 321	Microbiology (4)
or BIO 452	Molecular Genetics (4)
BIO 321L	Microbiology Laboratory (1)
or BIO 452L	Molecular Genetics Laboratory (1)
BIO 440	Bioinformatics (4)

#### Emphasis: Business Intelligence

ACC 111	Fundamentals of Financial Accounting (4)
BUS 231	Business Law and Ethics (4)
BUS 305	Marketing Principles (4)
BUS 315	Financial Management (4)
BUS 440	Business Intelligence Capstone (4)

#### Emphasis: Economic Analysis

ECO 101	Principles of Microeconomics (4)
ECO 202	Principles of Macroeconomics (4)
ECO 308	Managerial Economics and Quantitative Analysis (4)
ECO 326	Econometrics (4)
ECO 440	Economic Analysis Capstone (4)

#### Emphasis: Mathematics and Modeling

MAT 200	Calculus II (4)
MAT 202	Differential Equations (4)
MAT 281	Linear Algebra (4)
MAT 305	Introduction to Probability (4)
MAT 440	Applied Mathematical Modeling (4)

## Mathematics and Data Science *continued*

### Emphasis: Molecular Design

CHE 122	General Chemistry II (4)
CHE 122L	General Chemistry II Laboratory (1)
CHE 205	The Informed Chemist (1)
CHE 301	Organic Chemistry I (4)
CHE 301L	Organic Chemistry I Laboratory (1)
CHE 302	Organic Chemistry II (4)
CHE 302L	Organic Chemistry II Laboratory (1)
CHE 310 and 315*	Chemical Research (1 each)
CHE 410 and 415*	Chemical Research (1 each)

\* The research project must be in computational chemistry.

### MATHEMATICS

#### Learning Outcomes of the Mathematics Major

1. Mathematical Fundamentals – Students will demonstrate basic mathematical understanding and computational skills in calculus, linear algebra and differential equations.
2. Effective reasoning and communication – Students will be able to explain and critique mathematical reasoning through speaking and writing in a precise and articulate manner with appropriate notation.
3. Mathematical Proofs – Students will demonstrate the ability to read, write and interpret mathematical proofs.
4. Students will demonstrate the ability to think critically and logically to apply mathematical skills in contexts new to the student.

#### Required Courses

MAT 109	Calculus I (4)
MAT 200	Calculus II (4)
MAT 201	Calculus III (4)
MAT 202	Differential Equations (4)
MAT 281	Linear Algebra (4)
MAT 290	Bridge to Advanced Mathematics (4)
MAT 441	Real Analysis (4)
or MAT 447	Abstract Algebra (4)
MAT 450	Mathematics Research (1)
MAT 452	Senior Project (1)
Two additional four-hour MAT courses at the 300-400 level	

For the student majoring in both mathematics and secondary education, student teaching is allowed to substitute for MAT 450 and 452.

## The Minors DATA SCIENCE

### Required Courses

DTS 150	Introduction to Data Science (4)
DTS 190	Introduction to Programming (4)
DTS 200	Data Modeling, Data Bases, & Querying (4)
DTS 218	Applied Statistics (4)
DTS 350	Data Visualization (4)

### MATHEMATICS

#### Required Courses

MAT 109	Calculus I (4)
MAT 200	Calculus II (4)
MAT 201	Calculus III (4)
MAT 281	Linear Algebra (4)
or MAT 202	Differential Equations (4)
or MAT 290	Bridge to Advanced Mathematics (4)
One four-hour MAT course at the 300-400 level	

The mathematics minor is open to physics majors, but they must take one additional MAT course at the 200-level or above. Because of the extensive overlap between the programs, a minor in mathematics cannot be earned by students majoring in civil engineering or by students majoring in Data Science with an emphasis in Mathematics & Modeling.

## Course Descriptions

### DATA SCIENCE

#### DTS 150 Introduction to Data Science (4 cr. hrs.)

This course provides an introduction to data science and the skills of data visualization, modeling, programming and statistics. Through case studies and projects, students will begin to apply data science techniques. Students will also explore the various fields that utilize data science.

#### DTS 190 Introduction to Programming (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; and program implementation, documentation and testing. The course is recommended for a broad range of audiences and is primarily aimed at students who have no programming experience.

## Mathematics and Data Science *continued*

### **DTS 200 Data Modeling, Databases & Querying** (4 cr. hrs.)

This course focuses on constructing relational models of data and querying and modifying relational databases using SQL. Students will become familiar with data management systems such as MySQL or PostgreSQL.

Prerequisite: DTS 190

### **DTS 218 Applied Statistics** (4 cr. hrs.)

The results of statistical analyses of data are ubiquitous in today's information-saturated world. In addition, statistical analyses are more and more a part of daily life for scientists, businesspeople, educators, nurses, linguists, et al. Applied Statistics introduces students to statistical concepts (probability theory, sampling theory, distributions, hypothesis testing) and applies these concepts to the design of experiments, surveys, etc., and to the analysis of various forms of data. By the end of the course students should feel comfortable with basic statistical tests such as two-sample tests, Analysis of Variance regression, Analysis of Covariance and Repeated Measures Analysis. Students contemplating graduate work in a variety of fields in which quantitative data are employed will find this course to be useful. Cross-listed as BUS 319. Prerequisite: MAT 109.

### **DTS 350 Data Visualization** (4 cr. hrs.)

This course covers the design and development of data visualization in the form of diagrams and graphs. This may include concepts such as data acquisition and cleaning, the design of charts and graphs, networks, clustering, display of high dimensional data, animations, interactive visualizations and mapping. Tools used may include Tableau, JavaScript, D3.js, R, and Python. Prerequisite: DTS 190 or instructor consent.

### **DTS 360 Data Mining** (4 cr. hrs.)

This course covers the topic of data mining, which entails cleaning data, combining multiple data sources, extracting data, performing data analysis, evaluating patterns in the data, data visualization and data predictions also known as machine learning. Prerequisite: DTS 218 and DTS 350.

### **DTS 400 Data Science Internship** (2 cr. hrs.)

An approved internship of at least 80 hours in data science or analytics. Prerequisites: DTS 218 and instructor consent.

### **DTS 410 Data Science Capstone** (2 cr. hrs.)

This course enables students to synthesize their data science skills through application to case studies and a significant real-world project in which the student will

create and analyze a data set in order to provide actionable recommendations based on the data. This course includes discussions and applications of data regulations and ethics. Prerequisite: DTS 360.

## **MATHEMATICS**

*See the earlier section of the catalog on the Academic Core Curriculum for a description of CTI 105, Math for the Liberal Arts.*

*MAT 102, College Statistics, and MAT 103, College Algebra, are allowed — when credit is transferred from another institution — to meet the requirement for mathematics in the core curriculum. They are not, however, taught currently at William Jewell.*

### **MAT 107 Precalculus** (4 cr. hrs.)

This course provides an in-depth study of college algebra and trigonometry to prepare students for calculus. Topics include functions, inverse functions, polynomial and rational functions, trigonometric functions, exponential and logarithmic functions, graphs of functions and applications, with emphasis on the concepts and skills central to calculus. Prerequisite: Placement in MAT 107 via the William Jewell College mathematics placement exam.

### **MAT 109 Calculus I** (4 cr. hrs.)

This course is designed for students majoring or minoring in the mathematical and physical sciences. It will cover the following topics of differential and integral calculus: limits; continuity; the derivative and applications; extrema; the definite integral; the fundamental theorem of calculus; L'Hôpital's rule; the method of substitution. Pre-requisite: MAT 107 or high school courses covering equivalent material and a passing score on the mathematics placement exam.

### **MAT 200 Calculus II** (4 cr. hrs.)

A continuation of MAT 109, this course covers techniques of integration: integration by parts, trigonometric integrals, trigonometric substitutions, partial fraction decomposition, rationalizing substitutions and improper integrals; arc length and surface area; sequences and series; convergence tests; Taylor and Maclaurin series; and parametric equations and polar coordinates. Prerequisite: MAT 109 or advanced placement.



## Mathematics and Data Science *continued*

### **MAT 201 Calculus III (4 cr. hrs.)**

This course is a continuation of MAT 200 and covers vectors, derivatives and integrals of vector functions, arc length and curvature, multivariable functions, partial derivatives, the gradient, Lagrange multipliers, double integrals in Cartesian and polar coordinates, triple integrals in Cartesian, cylindrical and spherical coordinates, and the Jacobian. Prerequisite: MAT 200 or advanced placement.

### **MAT 202 Differential Equations (4 cr. hrs.)**

The student will learn techniques of solving ordinary differential equations that include methods for first-order, second-order and higher-order ordinary differential equations, series solutions, Laplace transforms, systems of first-order differential equations and nonlinear differential equations. Prerequisite: MAT 200.

### **MAT 281 Linear Algebra (4 cr. hrs.)**

The student in this course studies and solves linear systems, matrices, vectors and vector spaces, linear transformations, determinants, inner product spaces, eigenvalues and eigenvectors. Prerequisite: MAT 201 or instructor's consent.

### **MAT 290 Bridge to Advanced Mathematics (4 cr. hrs.)**

This course offers a bridge between the calculus sequence and upper-level mathematics. Students will be introduced to first-order and propositional logic, mathematical proof methods, set theory, relations, functions and cardinality. Pre/corequisite: MAT 201.

### **MAT 301 College Geometry (4 cr. hrs.)**

A study of Euclidean geometry, finite geometries and non-Euclidean geometries. Prerequisite: MAT 290 or instructor's consent.

### **MAT 302 Calculus IV (4 cr. hrs.)**

A continuation of Calculus III which will cover vector calculus, including line integrals, Green's theorem, Stokes' theorem and the Divergence theorem; Fourier series/transforms; and complex function and calculus of complex functions. Prerequisite: MAT 201.

### **MAT 305 Introduction to Probability (4 cr. hrs.)**

An introduction to the theory of probability, with an emphasis on statistical applications. The course covers discrete and continuous random variables, expected value, the law of large numbers, sums of random variables, probability distributions, hypothesis testing, and introductory Bayesian statistics. Prerequisite: MAT 200.

### **MAT 440 Applied Mathematical Modeling (4 cr. hrs.)**

Students will model and analyze real world problems and be able to communicate conclusions from the model. The course will study linear and nonlinear optimization models, linear and non-linear dynamic models, and probability and statistical models. Within the models, students will be able to discuss the limitations of the methods, justify their model choices and assumptions, and see how results of the model change with different assumptions. Prerequisites: DTS 190, MAT 202 and MAT 281.

### **MAT 441 Real Analysis (4 cr. hrs.)**

A rigorous approach to the study of functions, limits, continuity, differentiation and integration of functions. Prerequisite: MAT 290.

### **MAT 447 Abstract Algebra (4 cr. hrs.)**

An introduction to groups, rings, integral domains and fields. The course material includes Lagrange's Theorem, isomorphism theorems, Cayley's Theorem, Sylow's Theorem, polynomial rings and ideals. Prerequisite: MAT 290.

### **MAT 450 Mathematics Research (1 cr. hr.)**

A research project is required for the mathematics major unless a student is also majoring in Secondary Education in which case their student teaching counts for their project. This course is intended to aid the student in starting, navigating, and completing the research project. A faculty member supervises each research project. Prior to enrollment in this course, the student must select a topic and secure approval of the faculty member who will supervise the work on the project. Prerequisite: approval from a faculty member.

### **MAT 451 Advanced Mathematics Seminar (4 cr. hrs.)**

An advanced level course to provide students with opportunities to study topics of interest and/or topics required for future work. Examples include Number Theory or Topology. Prerequisite: MAT 290 or instructor's consent.

### **MAT 452 Senior Project (1 cr. hr.)**

A course in which students will learn presentation skills and LaTeX, and will complete their senior project. Prerequisite: MAT 290, MAT 450 and approval from a faculty member.

### **MAT 490 Independent Study (1-4 cr. hrs.)**

Approved on- or off-campus projects in independent research and reading by mathematics majors. Prerequisite: instructor's consent.



# Non-Departmental Courses

## COLLEGE-WIDE

### **COL 101 English as a Second Language (1 cr. hr.)**

An ESL course designed to build fluency in listening, speaking, reading and writing for students whose first or primary language is not English. An assessment exam will be used to tailor course content to students' needs. Open only to students whose primary language is not English. May be taken twice for credit toward graduation. Elective credit only.

### **COL 102 Transition to America (1 cr. hr.)**

A course designed to introduce the American college experience to students whose secondary education was not in the United States. It is intended to increase classroom learning effectiveness and awareness of college expectations. Students will learn about various studying techniques and college practices. This class will also introduce students to such concepts as cultural differences, cultural belief systems, culture shock, language differences and multi-cultural nonverbal messages. Open only to international students. Elective credit only.

### **COL 110 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.

### **COL 120 Career Planning (1 cr. hr.)**

A course designed to build confidence, insight and skills in career decision making, Career Planning 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, résumé preparation, interviewing and issues pertaining to success in college are also addressed. Enrollment is limited to first-year students and sophomores. Elective credit only.

### **COL 121 Next Steps in Career Planning (1 cr. hr.)**

Students will engage in aspects of their career development that will not only involve further assessing their interests and exploring careers, but they will also expand on the parts of career development that involve gaining experiences and marketing themselves. They will be able to articulate their career objectives, practice networking skills, refine interviewing skills, enhance their résumés and be able to conduct a successful career search. Prerequisite: COL 120. Elective credit only.

### **COL 130 Information Research Methods (1 cr. hr.)**

This course introduces students to research methods applicable to an academic career at William Jewell and responsible participation in the wider scholarly community. An understanding of how information is organized and efficiently located will be gained through the application of information-seeking practices. Students will critically analyze the credibility of a variety of information resources and gain skills to independently identify and select appropriate scholarly resources. Citation styles, ethical use of information, and plagiarism will also be addressed. Elective credit only.

### **COL 131: Advanced Research Methods (1 cr. hr.)**

This course challenges students to perform higher-level research in any field at the level typically expected of research grants and graduate study. How information is organized and efficiently located will be practiced and examined through the analysis of information-seeking practices. Students will critically analyze the credibility of a variety of information sources and gain skills to independently identify and select appropriate scholarly resources. A significant amount of time will be devoted to analyzing the methods by which scholarly information is created and valued. Ethical use of information and the basics of copyright law will also be addressed. Students in this course will be expected to participate in Faculty/student co-research, with the Librarian and, preferably, a subject-specific faculty member. In-depth citation style instruction will be given, personalized to each student's research and citation needs. Elective credit only.

## GEOGRAPHY

### **GEO 304 Economic Geography (4 cr. hrs.)**

This interdisciplinary course will examine the major contemporary geographic and economic issues facing the world's societies, with a special emphasis on economic justice and cultural diversity. Course will utilize a regional case study approach in which students will analyze data, maps and course readings to examine geographic themes such as development and economic systems; impacts of globalization and global inequality; culture and cultural diffusion; human-environment interaction; and location/place/ region. Economics concepts such as supply and demand; distribution of resources; market structures; income and output; and employment will be considered. An underlying framework will be the use of economic and geographic thinking as entry points for teaching and learning about fundamental themes in social studies education such as equality and justice; the role

## Non-Departmental Courses *continued*

of institutions; population growth and scarcity; land and resource use; and cultural change and continuity over time. Cross-listed with CTI 293. It is recommended that students enrolling in this course be eligible to take Level-II CTI courses.

### INDEPENDENT STUDY

- IND 200 Independent Study** (1-8 cr. hrs.)  
**IND 300 Independent Study** (1-8 cr. hrs.)  
**IND 400 Independent Study** (1-8 cr. hrs.)

These courses are independent projects negotiated by the instructor and the student involved. The nature and the type of project will vary, including the amount of time the student works independently and the amount of time spent with the instructor. Instructors should assign credit for each experience based on documented academic work equivalent to a minimum of 45 total hours for each hour of credit

### INTERDISCIPLINARY STUDIES

- IDS 100** (1-4 cr. hrs.)  
**IDS 200** (1-4 cr. hrs.)  
**IDS 300** (1-4 cr. hrs.)  
**IDS 400** (1-4 cr. hrs.)

Interdisciplinary Studies courses offer students the opportunity to explore various topics beyond traditional disciplinary boundaries. Moreover, the liberal arts environment intentionally encourages interdisciplinary thinking as evidenced within the Core Curriculum (CTI). Interdisciplinary Studies courses will be designed to help students develop a more sophisticated and nuanced approach to the investigation of complex issues and problems. The availability of these courses, offered only for elective credit, will be announced by the Associate Dean.

### SCIENCE

#### **SCI 101 Integrated Sciences for Elementary Educators** (4 cr. hrs.)

This course is designed to use an integrative approach to introduce pre-service elementary education students to the main aspects of the physical and life sciences and how to integrate these scientific principles into everyday life and events. Students will use an inquiry and problem-solving approach in the course, which includes designing and conducting experiments, seeking out connections among the sciences and applying what they learn to the elementary school setting. Students will present their findings through written and oral formats.

#### **SCI 101L Laboratory for Integrated Sciences for Elementary Educators** (1 cr. hr.)

Normally, the lecture and the laboratory sections of the course must be taken simultaneously.

### SERVICE LEARNING

#### **SVL 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 nonprofit sector of society. Each student is required to complete 15 hours of community service during the semester. The course may be taken as SVL 101 or as LSP 101 to meet a requirement of the Service-Learning Certificate.

#### **SVL 201 Strategies and Resources for Meeting Human Needs** (2 cr. hrs.)

Students in this course will examine a variety of strategies and resources for helping people who experience injustice and heightened need. Special attention will be given to various perspectives about service through the study of nonprofit organizations (Habitat for Humanity), individual service models (Martin Luther King, Jr. and Dorothy Day) and students' individual strengths and resources. Each student is required to complete 30 hours of community service during the semester. Prerequisite: SVL 101 or LSP 101 or permission of the instructor. The course may be taken as SVL 201 or as LSP 201 to meet a requirement of the Service-Learning Certificate.

#### **SVL 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 with a nonprofit agency or organization toward fulfilling defined learning competencies for a minimum of 80 clock hours. Internships may also include certain overseas or domestic service learning trips. Students need to make appropriate arrangements to set up the internship during the previous semester. This course emphasizes reflecting, reading and writing about the internship experience. Prerequisite: Permission of the instructor.

Students completing the three SVL courses listed above with a grade of C- or better will receive the Service-Learning Certificate. (A student may substitute two CTI level-II classes with a service-learning component for SVL 201.)

# Nursing

Chair: Professor Leesa McBroom

Associate Professors: Annette Behney and  
Melissa Timmons

Assistant Professors: Kristen Blochlinger, Debra Penrod  
and Patricia Richter

Instructors: Tiffany Condren and Anna Kaaiakamanu

Visiting Assistant Professor: Andrea Trejo

>> [www.jewell.edu/nursing](http://www.jewell.edu/nursing)

William Jewell College grants the Bachelor of Science degree with a major in nursing to traditional students through 3-year and 4-year tracks. For students who have already completed a Bachelor's degree in a different field, there are 12-month or 16-month accelerated track (AT) programs. [Refer to the Admission section of the catalog for details about qualifying for these accelerated programs.]

## Hallmark Student Outcomes

Outcomes for graduates who major in nursing are based on the following six hallmarks:

- Integrity: Exhibit personal integrity as a nurse through honesty, accountability, responsibility, fidelity and professional conduct.
- Compassion: Exhibit compassionate care through therapeutic communication with sensitivity to privacy, confidentiality and diversity.
- Scholarship: Exhibit critical thinking through evidence-based practice and application nursing concepts.
- Leadership: Exhibit effective leadership skills through appropriate decision making, collaboration and teamwork.
- Excellence in Practice: Exhibit safe patient centered nursing care incorporating the nursing process, standards of care and clinical judgment through the William Jewell College Nursing Hallmarks.
- Service to Others: Exhibit service above expectations through stewardship of resources to meet the needs of others.

## Mission

We educate future nurse professionals to apply critical thought and exemplify integrity, compassion, leadership, scholarship, service to others and excellence in practice.

## Philosophy

We equip our students with critical thinking to improve human lives and promote compassion and care within the community.

## Vision

We develop future nurse professionals to pursue meaningful lives by advocating for their communities.

## Accreditation

The Department of Nursing is accredited by the Commission on Collegiate Nursing Education (CCNE), 655 K Street NW, Suite 750, Washington, DC 20001, Phone 202-887-6791.

## Approvals

The Department of Nursing is fully approved by the Missouri State Board of Nursing. 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 or conviction of a crime. Admission to and graduation from the nursing program do not ensure eligibility for state licensure. Any candidate for licensure who has been charged with 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 determines who is eligible to take the licensing examination. Questions may be directed to the Missouri State Board of Nursing, P.O. Box 656, Jefferson City, MO 65102, (573) 751-0080. For additional information, see [www.pr.mo.gov/nursing.asp](http://www.pr.mo.gov/nursing.asp).

## Disclosure

The Bachelor of Science program with a major in Nursing is designed to meet the educational requirements for the State of Missouri. Determinations regarding professional licensure and certification eligibility associated with this program are outlined below.

- The Program meets the educational requirements for professional licensure and/or certification as a Registered Nurse in Missouri, and also includes Alabama, Arizona, Arkansas, California, Colorado, Delaware, Florida, Georgia, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Mississippi, Montana, Nebraska, New Hampshire, New Mexico, North Carolina, North Dakota, Oklahoma, South Carolina, South Dakota, Tennessee, Texas, Utah, Virginia, Washington, West Virginia, Wisconsin and Wyoming.
- A determination has not been made as to whether or not the program meets the educational requirements or approval is pending for professional licensure and/or certification as a Registered Nurse in Alaska,

## Nursing *continued*

Connecticut, Massachusetts, Minnesota, New Jersey, New York, Nevada, Ohio, Oregon, Pennsylvania, Rhode Island or Vermont.

- Once licensed in Missouri or any other states, most states have reciprocity; a nurse licensed in one state or territory may apply for licensure in another state by endorsement.

### Background Checks and Drug Screening

In order to comply with terms of affiliation agreements between William Jewell College and clinical agencies, any student who has contact with patients (or residents) must disclose any criminal convictions and agree to be subject to criminal background check and drug screening by state or private investigative agencies. Please see the Nursing Program website for more details concerning the background check and drug screen policies.

### Admission to the Nursing Program

Admission to the nursing program requires an application separate from Jewell admission. Please refer to the College website, [www.jewell.edu/nursing](http://www.jewell.edu/nursing), for admission requirements and prerequisites.

The following rules apply to all students:

- Prerequisite courses must be completed prior to beginning the nursing program with a grade of C or better. A grade of B- or better is preferred. (Students are encouraged to take prerequisite courses at Jewell.)
- Only courses in nursing, such as nutrition or pathophysiology, in which a grade of B- or better has been earned and which have been completed within 5 years of matriculation at Jewell will be accepted in transfer to meet requirements of the nursing major.
- Prerequisite biomedical science courses must have been completed within 10 years of the beginning of the program. Other non-nursing prerequisites must have been completed within 15 years of the beginning of the program.
- Once a student has begun William Jewell College nursing courses at the 200-level or higher, credit in nursing courses from other institutions can no longer be transferred for use toward the major in nursing at William Jewell.

As part of the program requirements for the Department of Nursing, students must complete required diagnostic testing at selected points during their course of study. Students are responsible for the cost of the testing.

## The Major NURSING

The Bachelor of Science degree with a major in nursing requires coursework in liberal arts, leadership and professional nursing. A student may enter the program (1) as a qualified high school graduate with a declared intent to complete a bachelor's degree with a major in nursing in either a 4-year or 3-year track; (2) as a transfer student who joins students already at Jewell in either a 4-year or 3-year track; or (3) as second-degree student in an accelerated track (AT) program. There is a 12-month AT program beginning each May and a 16-month AT program beginning each January.

A maximum of 60 hours with the NUR prefix can be counted toward graduation.

### Required Courses

NUR 202	Role Transition to Professional Practice I (2)
NUR 211	Nutrition (2)
NUR 221	Human Pathophysiology (3)
NUR 232	Physical Examination and Health Assessment (1)
NUR 232L	Nursing Assessment Lab (1)
NUR 242	Pharmacology (3)
NUR 250	Fundamentals of Nursing and Health Care (3)
NUR 250L	Fundamentals of Nursing Lab (0.5)
NUR 250P	Fundamentals of Nursing Practicum/Simulation (0.5)
NUR 315	Adult Health I: Chronic Conditions (4)
NUR 315C	Adult Health I Clinical/Simulation (2)
NUR 322	Concepts and Techniques for Nursing Practice I (1)
NUR 372	Health Care Research, Theory and Practice (3)
NUR 380	Population Health Nursing (3)
NUR 380P	Population Health Nursing Practicum (1)
NUR 390	Family Centered Nursing (4)
NUR 390C	Family Centered Nursing Clinical/Simulation (2)
NUR 402	Concepts and Techniques for Nursing Practice II (1)
NUR 412	Psychiatric – Mental Health Nursing (3)
NUR 412C	Psychiatric – Mental Health Nursing Clinical/Simulation (1)
NUR 445	Adult Health II: Acute Conditions (3)
NUR 445C	Adult Health II Clinical/Simulation (1)
NUR 470	Complexity in Adult Care Management (2)
NUR 470C	Complexity in Adult Care Management Clinical/Simulation (2)
NUR 480	Role Transition to Professional Practice II (4)
NUR 490	Capstone: Nursing Role Transition (4)

## Nursing *continued*

### Course Descriptions

Nursing courses must be taken in a prescribed sequence, which can vary depending on the student's program. Failure to progress in one course may impact progression in the Nursing Program and/ or progression in concurrent courses.

A student must enroll simultaneously in lecture and clinical and/or laboratory sections of a course. (For example, simultaneous enrollment in NUR 250 and NUR 250L and NUR 250P is required.) If any component of a course is not completed successfully, then the student must re-enroll a second time in all components of a course.

#### **NUR 101 Preparing for the Nursing Profession (1 cr. hr.)**

This course is designed to answer the question: What is involved in a day in the life of a nurse? Students will gain knowledge about nursing roles, skills, knowledge and attitudes and gaining awareness of ethical principles and professionalism.

#### **NUR 202 Role Transition to Professional Practice I (2 cr. hrs.)**

This course is designed to promote students' understanding of, and development in, the discipline of nursing. Students will gain knowledge of the historical perspectives, standards of practice, and current trends within nursing along with understanding of the Department of Nursing hallmarks. This course will examine leadership theory. Corequisites or prerequisites: NUR 232 and 250.

#### **NUR 211 Nutrition (2 cr. hrs.)**

This course is designed to teach the basic principles of normal human nutrition and the application of these principles to the nutritional requirements at various developmental levels. This course is primarily for nursing majors. Prerequisite or corequisite: CHE 113 or instructor consent.

#### **NUR 221 Human Pathophysiology (3 cr. hrs.)**

This course is designed to apply knowledge of the fundamentals of human pathophysiological processes and responses across the lifespan. Prerequisites: BMS 126, 243 and 250 or equivalent.

#### **NUR 232 Physical Examination and Health Assessment (1 cr. hr.)**

This course is designed to develop skills for data gathering and physical examination techniques and learning common assessment findings in healthy adults. Includes

laboratory and simulation experiences. Prerequisites: BMS 243 and 250, CHE 113 and admission to nursing program. (See admission criteria). Enrollment in NUR 232 requires simultaneous enrollment in NUR 232L.

#### **NUR 232L Laboratory for Physical Examination and Health Assessment (1 cr. hr.)**

This course will be graded on a Pass/Fail basis for all students.

#### **NUR 242 Pharmacology (3 cr. hrs.)**

This course is designed to introduce major drug families and classifications. Students will learn pharmacodynamics, pharmacokinetics, therapeutic uses, adverse reactions, precautions and contraindications, nursing interventions and client education of selected drugs. Prerequisites: CHE 113, BMS 243 and BMS 250 or equivalent.

#### **NUR 250 Fundamentals of Nursing and Health Care (3 cr. hrs.)**

This course introduces students to foundational concepts of nursing care. Students will develop an understanding and application of the nursing process to patient care. Includes laboratory, clinical and simulation experiences. Corequisite: NUR 232. Prerequisites: BMS 243 and 250 and admission to the nursing program. (See admission criteria). Enrollment in NUR 250 requires simultaneous enrollment in NUR 250L and NUR 250P.

#### **NUR 250L Laboratory for Fundamentals of Nursing and Health Care (0.5 cr. hr.)**

This course will be graded on a Pass/Fail basis for all students.

#### **NUR 250P Fundamentals of Nursing and Health Care Practicum/Simulation (0.5 cr. hr.)**

This course will be graded on a Pass/Fail basis for all students.

#### **NUR 260 Independent Study in Nursing (1-6 cr. hrs.)**

The Department of Nursing supports independent study for credit that promotes in-depth exploration of and knowledge enhancement according to the student's interest. Students may apply no more than three credit hours of independent study in nursing toward the Bachelor of Science degree. Sophomores with an interest in independent study should enroll in NUR 260. Prerequisite: Instructor consent.



## **Nursing** *continued*

### **NUR 315 Adult Health I: Chronic Conditions** (4 cr. hrs.)

This course is designed for students to understand and apply knowledge of nursing care to adults and the aging population with chronic disease management across different living options and healthcare systems. The course will include concepts of physiological changes of the adult and aging adults, common chronic health problems for adults and aging adults, and coping with quality and end of life. Includes clinical and simulation experiences. Prerequisites: NUR 202, 221, 232, 242 and 250. Enrollment in NUR 315 requires simultaneous enrollment in NUR 315C.

### **NUR 315C Adult Health I Clinical/Simulation** (2 cr. hrs.)

### **NUR 322 Concepts & Techniques for Nursing Practice I** (1 cr. hr.)

This course is designed to develop skills and techniques for evidence-based nursing practice. Students learn to care for patients with medical surgical needs and apply critical thinking skills needed to provide safe, appropriate patient care. Includes classroom, laboratory and mid-fidelity simulation experiences. Prerequisites: NUR 221, 232 and 250. Corequisites: NUR 242 and 315.

### **NUR 360 Independent Study in Nursing** (1-6 cr. hrs.)

The Department of Nursing supports independent study for credit that promotes in-depth exploration of and knowledge enhancement according to the student's interest. Students may apply no more than three credit hours of independent study in nursing toward the Bachelor of Science degree. Juniors with an interest in independent study should enroll in NUR 360. Prerequisite: Instructor consent.

### **NUR 372 Health Care Research, Theory and Practice** (3 cr. hrs.)

This course is designed to apply the research process and theoretical frameworks to nursing research and evidence-based practice. Prerequisites: NUR 221, 232, 242 and 250. A course in statistics is recommended.

### **NUR 380 Population Health Nursing** (3 cr. hrs.)

This course is designed to apply principles of population health nursing, epidemiology and environmental science to health promotion and disease prevention. Students will apply levels of prevention in a variety of community settings working with individuals, families, aggregates and populations to provide culturally competent nursing care. Students will apply the nursing process to identify

vulnerable culturally diverse populations. Includes clinical and simulation experiences. Prerequisites: NUR 202, 221, 232, 242 and 250. Enrollment in NUR 380 requires simultaneous enrollment in NUR 380P.

### **NUR 380P Population Health Nursing Practicum** (1 cr. hr.)

This course will be graded on a Pass/Fail basis for all students.

### **NUR 390 Family Centered Nursing** (4 cr. hrs.)

This course is designed to help students understand and apply nursing care to childbearing families, children and women throughout the lifespan using biological, genetic, developmental, spiritual, cultural and social frameworks within the family system. Includes clinical and simulation. Prerequisites: NUR 221, 232, 242, 250 and 315. Enrollment in NUR 390 requires simultaneous enrollment in NUR 390C.

### **NUR 390C Family Health Nursing Clinical/Simulation** (2 cr. hrs.)

### **NUR 402 Concepts & Techniques for Nursing Practice II** (1 cr. hr.)

This course is designed to help students to continue developing skills and techniques for evidence-based nursing practice pertaining to orthopedic, wound, respiratory and cardiovascular resuscitation. Students apply critical thinking skills to provide safe, appropriate patient care. This course builds upon previous content from NUR 322. Includes classroom, laboratory and mid-fidelity simulation experiences. Prerequisites: NUR 232, 250, 315 and 322. Corequisites: NUR 380, NUR 390, NUR 412 or NUR 445.

### **NUR 412 Psychiatric – Mental Health Nursing** (3 cr. hrs.)

This course is designed to apply the psychodynamics of maladaptive behavior and to implement the nursing process for clients of various age groups exhibiting disturbances in behavior. This course includes concepts of therapeutic relationships, therapeutic communication, ethical/legal issues, mental health assessment, nursing roles, interdisciplinary roles and psychopharmacology. Includes clinical and simulation experiences. Prerequisites: PSY 101 (or PSY 205/206), NUR 221, 232, 242, 250 and 315. Enrollment in NUR 412 requires simultaneous enrollment in NUR 412C.

### **NUR 412C Psychiatric – Mental Health Nursing Clinical Simulation** (1 cr. hr.)

## **Nursing** *continued*

### **NUR 422 Special Topics in Nursing (2 cr. hrs.)**

This course provides an in-depth discussion of current nursing topics. Examples of recent topics include core content analysis, global health and faith community nursing. Offered on an infrequent basis. Prerequisite: Instructor consent.

### **NUR 445 Adult Health II: Acute Conditions (3 cr. hrs.)**

This course is designed to help students understand and apply knowledge of nursing care for adults and families in acute care settings such as the medical surgical environment. Includes clinical and simulation experiences. Prerequisites: NUR 202, 221, 232, 250 and 315. Enrollment in NUR 445 requires simultaneous enrollment in NUR 445C.

### **NUR 445C Adult Health II Clinical/Simulation (1 cr. hr.)**

### **NUR 460 Independent Study in Nursing (1-6 cr. hrs.)**

The Department of Nursing supports independent study for credit that promotes in-depth exploration of and knowledge enhancement according to the student's interest. Students may apply no more than three credit hours of independent study in nursing toward the Bachelor of Science degree. Seniors with an interest in independent study should enroll in NUR 460. Prerequisite: Instructor consent.

### **NUR 470 Complexity in Adult Care Management (2 cr. hrs.)**

This course is designed to apply nursing care to the management of critical health states with emphasis on individuals and families with complex health care problems in a critical care setting. Includes clinical and simulation experiences. Prerequisites: NUR 221, 232, 242, 250, 315 and 322. Enrollment in NUR 470 requires simultaneous enrollment in NUR 470C.

### **NUR 470C Complexity in Adult Care Management Clinical/Simulation (2 cr. hrs.)**

### **NUR 480 Role Transition to Professional Practice II (4 cr. hrs.)**

This course is designed to prepare the senior nursing student for a professional registered nurse position in the health care system. The course includes application of concepts of management and leadership, while exploring trends and issues in the profession of nursing. Students develop quality improvement projects that focus on improving nursing practice. Prerequisites: NUR 221, 232, 242, 250 and 315.

### **NUR 490 Capstone: Nursing Role Transition (4 cr. hrs.)**

This course is designed as a capstone experience in the transformation of the senior nursing student to the role of a nurse professional. Includes clinical content related to the transition to nursing practice. Prerequisites: NUR 211, 221, 232, 242, 250, 315, 322, 372, 380, 390, 402, 412, 445, 470 and a CTI capstone. Corequisites: If planned as part of the cohort course of study, NUR 372, 380, 390, 402, 412, 445, 470 and 480. This course must be taken in the final term without other simultaneous on-ground coursework. Nursing student handbook policies apply.



# Oxbridge

Kenneth Alpern, Senior Tutor and Professor of Philosophy

- >> [www.jewell.edu/oxbridge-history](http://www.jewell.edu/oxbridge-history)
- >> [www.jewell.edu/oxbridge-history-of-ideas](http://www.jewell.edu/oxbridge-history-of-ideas)
- >> [www.jewell.edu/oxbridge-institutions-and-policy](http://www.jewell.edu/oxbridge-institutions-and-policy)
- >> [www.jewell.edu/oxbridge-literature-and-theory](http://www.jewell.edu/oxbridge-literature-and-theory)
- >> [www.jewell.edu/oxbridge-music](http://www.jewell.edu/oxbridge-music)
- >> [www.jewell.edu/oxbridge-molecular-biology](http://www.jewell.edu/oxbridge-molecular-biology)

## Goals for Student Learning

The outcome of The Oxbridge Honors Program at William Jewell College is a widely read, articulate individual who can evaluate conflicting evidence, make a convincing case in writing, defend it orally and who can synthesize and integrate material from a wide variety of sources.

More specifically, a student completing The Oxbridge Honors Program shall have the following attainments and abilities to a degree expressive of a strong honors program:

- demonstrate knowledge of a major subject area, as is spelled out more specifically by each Oxbridge major;
- read with sophisticated understanding;
- write with clarity of expression and coherence in organization, with excellent mechanics;
- articulate thoughts clearly and coherently in oral discussion;
- think critically, with sophistication in analysis and evaluation, making connections and drawing conclusions, informed by solid scholarship, where the specifics of that scholarship is also spelled out in more detail by each Oxbridge major;
- think independently;
- take responsibility for his/her own learning; and
- recognize ethical issues in his/her field of study and address them critically toward well-thought out conclusions.

Thus, a student completing The Oxbridge Honors Program should be in position to exercise intellectual leadership over a lifetime of learning.

## The Majors

**HISTORY**

**HISTORY OF IDEAS**

**INSTITUTIONS AND POLICY**

**LITERATURE AND THEORY**

**MUSIC**

**SCIENCE: MOLECULAR BIOLOGY**

All six majors in Oxbridge lead to the Bachelors of Arts (BA) degree and require the successful completion of OXA 100 before the rest of the major is officially entered.

WILLIAM JEWELL COLLEGE

Extensive explanations of the policies of the Oxbridge program are provided in the Oxbridge Handbook, which is available from the Oxbridge Administrative Assistant. Under certain conditions, the Oxbridge Committee may recommend that Oxbridge students who do not fully meet the requirements for an Oxbridge honors major may be graduated with a BA degree, a major in Liberal Arts and a reference on the transcript to the discipline they emphasized while in the Oxbridge program.

## Course Descriptions

**OXA 100 Introductory Seminar** (4 cr. hrs.)

An introduction to reading, interpretation, critical analysis, writing and discussion at the college honors level and in preparation for tutorial study. The subject matter may vary, but students will in all cases be engaged intensively, with significant critical analysis and writing. OXA 100 may substitute for CTI 102 in the College's core curriculum. Prerequisite: acceptance into the Oxbridge Honors Program. Successful completion of the seminar is a prerequisite to tutorial study.

## Tutorial Credits

The number in the first set of parentheses following each tutorial's title indicates the credit hours that will be awarded following the successful completion of the course (i.e., by participation in the tutorial sessions and through activities described in the syllabus). Upon successful completion of the activities of a tutorial, an equal number of credit hours will be included on the transcript with the (neutral) grade of IP (In Progress) to indicate that further credit can be awarded after successful completion of the comprehensive exams at the end of the senior year. Ultimately, the total credit shown in the second set of parentheses is expected to be earned by the student who completes all aspects of the major successfully.

Full credit for a tutorial, including a tutorial taken elsewhere during the Junior-year studies in the major subject, is achieved only when the collection (special examination) paper or related comprehensive examination papers have been successfully completed. 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 complete work of the tutorial by satisfactory performance on the collection or examination will have earned only the first number of credit hours shown. Any tutorial included in a student's Oxbridge major must be related to the comprehensive examination fields of the major.

## Oxbridge *continued*

Oxbridge studies in the junior year are in tutorials at a college of Oxford University or in alternative studies, all of which will involve rigorous and challenging academic activities, with a preference for depth over breadth, with the expectation for substantial independence and significant complexity of reading and writing, and with affiliation at an institution of established excellence. Studies in the junior year other than in established programs in Oxford must be approved by the Oxbridge Committee after application by a student and the coordinator of the student's Oxbridge major.

## Tutorials in History

*Elaine Reynolds, Oxbridge Professor of History, Coordinator of the major*

### Learning Outcomes

An Oxbridge History student will develop and use a sophisticated degree of skill to do the following things and exhibit the following abilities:

- *The student engages in historical analysis and interpretation orally, in tutorial, and in written essays, in Pre-modern, American, Modern European and Global history.* Therefore, the student is able to:
  - » discuss orally and/or in writing, some familiarity with major themes of history over diverse places, time periods, peoples, beliefs and societies in the past and draw meaning full conclusions about them;
  - » demonstrate an appreciation of historical context when judging historical figures and events, and avoid viewing the past solely from the perspective of present-day values;
  - » evaluate cause-and-effect relationships and competing historical narratives, noting the importance of individuals, larger historical forces and contingency in driving historical change; and
  - » compile a plan of readings about a sub-field of history, in both primary and secondary sources, assisted by the appropriate tutor, and demonstrate an in-depth knowledge of that focus area in the comprehensive examinations.
- *The student conducts historical research.* Therefore, the student is able to:
  - » formulate historical questions from encounters with primary historical sources and secondary scholarly accounts of the past;
  - » obtain historical data from a variety of sources, including, for example, library and museum collections, online databases, libraries, historic sites and oral testimony from living witnesses; and

- » interrogate historical data by uncovering the contexts within which it was created; evaluating sources for their credibility, authority, authenticity, internal consistency and completeness; and detecting and evaluating bias, distortion and propaganda by omission, suppression, or invention of facts.
- *The student presents the results of his/her analysis and research in written and oral formats that conform to the standards of the discipline.* Therefore, the student is able to:
  - » support interpretations with primary and secondary historical evidence in closely reasoned arguments, reaching a persuasive conclusion;
  - » present the results of analysis and research in written essays that use correct English and the Chicago notes and bibliography style for citations; and
  - » deliver an oral presentation to his /her peers that is well organized, appropriate for the audience and clearly delivered in the allotted time.

### Requirements of the OXH Major

OXA 100	Oxbridge Introductory Seminar (4)
HIS 103	World History I (4)
and HIS 104	World History II (4)
	or demonstrated competence in World History
HIS 121	American History I (4)
and HIS 122	American History II (4)
	or demonstrated competence in American History
HIS 200	Introduction to Historical Methods (2)
HIS 400	Senior Capstone Research Seminar (2)

A minimum of five 4-hour OXH tutorials taken while at Jewell, including OXH 495. Students must take at least one tutorial in each of the following fields: United States, Pre-Modern Europe, Modern Europe and Global. Students will choose one of the four fields for more focused study, which will include a supervised reading program and a senior research project carried out in consultation with the Coordinator of the major and relevant tutors. Students may use overseas study to develop their knowledge of the field and may be advised to gain expertise in an appropriate foreign language.

Junior year studies – arranged in consultation with the Coordinator of the major and the Oxbridge Committee and certified by the Oxbridge Committee as having been undertaken successfully.

Comprehensive Examinations (taken in conjunction with OXH 495, History Synthesis). Consult the Oxbridge Handbook for additional requirements.

**OXH 115/215/415 Citizenry and the Roman State, 287-17 B.C.E.** (2 cr. hrs.) (4)

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

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 145/245/445 Modern Europe** (2 cr. hrs.) (4)

This tutorial examines major developments in the history of Europe from the mid-nineteenth century to the early twenty-first. Topics covered may include liberalism and the Revolutions of 1848; industrialization and urbanization; the rise of bourgeois culture and society; Darwinism and the changing place of science; nationalism and the rise of Germany; European imperialism; the World Wars; Nazi Germany; the Russian Revolution and Stalinist Russia; the Great Depression; gender in European society; the post-1945 society and economy; the Cold War; challenges to the Soviet empire; the growth of the European Union.

**OXH 151/251/451 The World Wars** (2 cr. hrs.) (4)

The tutorial examines the causes, circumstances, conduct and outcomes of World War I and World War II. Political and social history rather than military history is the primary focus. Ethical questions, comparisons and contrasts, and historiographical controversies that arise in the course of these wars are investigated.

**OXH 180/280/480 Survey of United States History** (2 cr. hrs.) (4)

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 that historians have propounded over the years. Designed specifically for the Oxbridge history student with little background in U.S. history.

**OXH 300 Honors-Level Studies** (1-8 cr. hrs.)

Studies carried out during the third year that are recognized as a part of the major because of their honors level but which do not sufficiently satisfy the criteria for tutorial or tutorial-like work. Prerequisite: Good standing as a junior in the OXH major.

**OXH 495 History Synthesis** (2 cr. hrs.) (4)

This Synthesis Tutorial is designed to bring together the student's Oxbridge experience in preparation for comprehensive examinations.

## Tutorials in History of Ideas

*Elizabeth Sperry, Professor of Philosophy, Coordinator of the major*

### Learning Outcomes

The Oxbridge major in History of Ideas focuses on three perennial questions of human existence:

- What is a good life?
- What is a good society?
- What is the relationship between the two?

Encapsulated in these questions are further questions about the nature of human character (including qualities such as courage, discipline, care, and wisdom), the nature of justice and fairness, and the possibility of knowledge about morals and values.

Students who major in History of Ideas explore answers given to these questions by studying great texts, thinkers, and traditions from classical times through the present. The major in History of Ideas aims for both mastery of the great thinking of great thinkers and the development of students' own informed, critically developed approach to issues and answers. Thus, the goals of the major can be stated quite simply:

- To elucidate how a range of important texts, thinkers, and traditions conceive such questions, analyze issues, and provide answers to these perennial questions.
- To engage students in developing their own inquiry into such questions, analyses, and answers, informed by their study of great texts, thinkers, and traditions.

In order to achieve these goals, students will engage in rigorous studies of classic and contemporary works and also have latitude to pursue their own particular interests.

## Oxbridge *continued*

In relation to the Learning Goals of the College, students in the Oxbridge History of Ideas major shall have the abilities to:

- reflect critically and with well-informed understanding on the subject matter and methods of the study of the History of Ideas;
- show reasonable mastery in understanding and articulating forms of thought characteristic of various schools and approaches to values and ethics;
- show understanding of relationships between ethical judgments, methods of ethics, and the justification of ethical points of view across a variety of approaches to ethics, sensitive to historical context; and
- develop critically examined positions of their own on the central questions of ethics and value.

### Requirements of the OXQ Major

OXA 100	Oxbridge Introductory Seminar (4)
PHI 202	Ethics (4)
PHI 215	History of Western Philosophy I (4)
PHI 216	History of Western Philosophy II (4)

The following five 4-hour OXQ tutorials must be taken while at Jewell:

OXQ 119	Moral Psychology (4)
OXQ 214	Moral Epistemology (4)
OXQ 220	Social and Political Philosophy (4)
OXQ 423	Integration/Critique (4)
OXQ 495	History of Ideas Synthesis (4)

Junior-year studies – arranged in consultation with the Coordinator of the major and the Oxbridge Committee and certified by the Oxbridge Committee as having been undertaken successfully.

Comprehensive Examinations (taken in conjunction with OXQ 495, History of Ideas Synthesis)

Consult the Oxbridge Handbook for additional requirements.

### OXQ 114/214/414 Moral Epistemology (2 cr. hrs.) (4)

This tutorial asks students to consider the source of our moral judgments and the ways in which moral theory itself is shaped by our access to knowledge. To what extent do skepticism and relativism undermine the possibility of moral knowledge? Is moral knowledge attained through foundationalist or coherentist methods? Can it be patterned on natural science and scientific knowledge? Does the possibility that morality is socially constructed enhance or impair moral knowledge?

### OXQ 119/219/419 Moral Psychology (2 cr. hrs.) (4)

This tutorial provides an understanding of the issues of moral psychology and the good, and of classical and, to a lesser extent, modern approaches to these issues. The

tutorial examines intensively the most important canonical classical text, Aristotle's *Nicomachean Ethics*, with attention to ancillary texts of Aristotle and to secondary exegetical and critical literature on Aristotle's concept of moral psychology and the good. Modern approaches will address selective modern approaches in dialogue with Aristotle.

### OXQ 120/220/420 Social and Political Philosophy (2 cr. hrs.) (4)

This tutorial addresses traditional issues in social and political philosophy such as the nature and value of justice, equality, authority and individuality, power and community. Readings will be from classical and contemporary sources such as Aristotle, Hobbes, Mill, Hobhouse, Rawls, Nozick, Sandel and Sen.

### OXQ 300 Honors-Level Studies (1-8 cr. hrs.)

Studies carried out during the third year that are recognized as a part of the major because of their honors level but which do not sufficiently satisfy the criteria for tutorial or tutorial-like work. Prerequisite: Good standing as a junior in the OXQ major.

### OXQ 423 Integration/Critique (2 cr. hrs.) (4)

This tutorial integrates students' studies in the major, addressing ways in which themes of ethics (theory and specific issues of individual good and justice) and moral epistemology intertwine in the Western tradition and critique that tradition.

### OXQ 495 History of Ideas Synthesis (2 cr. hrs.) (4)

This tutorial integrates work in the distinct parts of the program, especially work in England, and prepares students for comprehensive examinations.

## Tutorials in Institutions and Policy

*Gary T. Armstrong, Professor of Political Science,  
Coordinator of the major*

### Learning Outcomes

The Oxbridge major in Institutions and Policy is designed to provide an interdisciplinary approach that will help the student prepare for graduate work in law, business, or similar pursuits. Students completing the Oxbridge major in Institutions and Policy shall have abilities to:

- describe, analyze, and evaluate competing schools of thought in politics and economics, and also work at the intersection of politics and economics. For example, students could be asked to craft a critique of Liberalism, while identifying and offering critiques of alternatives;

## Oxbridge *continued*

- discuss key political and economic institutions across three layers of inquiry: the empirical, the conceptual, and the normative;
- describe and offer critiques of American and international political and economic institutions and be able to discuss alternatives;
- describe and critique political cultures and philosophical perspectives found throughout the world today and throughout history; and
- identify and critique Christian perspectives on politics, economics, and philosophy.

### Requirements of the OXI Major

#### **OXA 100 Oxbridge Introductory Seminar (4)**

A minimum of five 4-hour OXI tutorials taken while at Jewell, including OXI 495.

Junior-year studies – arranged in consultation with the Coordinator of the major and the Oxbridge Committee and certified by the Oxbridge Committee as having been undertaken successfully.

Comprehensive Examinations (taken in conjunction with OXI 495, Institutions & Policy Synthesis)

Consult the Oxbridge Handbook for additional requirements.

#### **OXI 111/211/411 Moral Theory (2 cr. hrs.) (4)**

An examination of the enduring concepts and principles of moral philosophy and an application of them to arriving at reasonable judgments concerning timely moral issues.

#### **OXI 112/212/412 Moral Issues (2 cr. hrs.) (4)**

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 121/221/421 Introduction to Political Economy (2 cr. hrs.) (4)**

The tutorial examines the economic writings of Adam Smith, David Ricardo, Thomas Malthus, John Stuart Mill and Karl Marx.

#### **OXI 125/225 Introductory Tutorial (2 cr. hrs.) (4)**

The introductory tutorial will feature an integrated topic that raises an important set of arguments across the fields and subfields of the Institutions & Policy program. Each of the main faculty members will lead 3-4 weeks of inquiry. Students will conclude by writing a 15-20 page research essay on a topic of their choice under the guidance of a mentor.

#### **OXI 180/280/480 Modern Political Philosophy (2 cr. hrs.) (4)**

An examination of modern Western political philosophy from the 16th century through the end of the 19th 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 260/460 History of American Law (2 cr. hrs.) (4)**

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 271/471 Modern Russian Politics (2 cr. hrs.) (4)**

Russian politics today is a product not only of historical forces, but of specific decisions made by political leaders in moments of great uncertainty, stress and crisis. The results have been mixed. Is the glass of democratic progress and modern economic development half full or half empty? This tutorial will explore this question and will acquaint the student with some of the key structures and forces driving Russian political development today. In so doing, the tutorial will also shed light on the crucial role that the state plays in modern societies.

#### **OXI 275/475 International Regimes: Alternatives to Anarchy in International Relations? (2 cr. hrs.) (4)**

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 300 Honors-Level Studies (1-8 cr. hrs.)**

Studies carried out during the third year that are recognized as a part of the major because of their honors level but which do not sufficiently satisfy the criteria for tutorial or tutorial-like work. Prerequisite: Good standing as a junior in the OXI major.

## Oxbridge *continued*

### **OXI 423 Modern Macroeconomic Thought (2 cr. hrs.) (4)**

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

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. Prerequisite: Senior status in the Oxbridge Institutions and Policy major.

### **OXI 490 Thesis (2 cr. hrs.) (4)**

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 Institutions and Policy Synthesis (2 cr. hrs.) (4)**

The tutorial will help prepare students for their comprehensive examinations.

## **Tutorials in Literature and Theory**

*Mark Walters, Professor of English, Coordinator of the major*

### **Learning Outcomes**

The major in Literature and Theory studies specifically and broadly the arc of canonical British, United States, and World literatures and Critical Theory by preparing for examinations in these subject areas.

The outcomes are effected through tutorial work — heavy reading, response papers, article summaries, formal papers, tutorial session discussion — and the comprehensive examinations.

The outcomes of the OXE major are:

- to interpret, according to appropriate critical methodologies, works of poetry, drama, and fiction;
- to apply analytical and interpretive skills specifically to:
  - (1) British literature
  - (2) United States literature
  - (3) World literature
  - (4) Critical Theory

- to analyze and synthesize complex primary sources;
- to analyze and synthesize complex secondary sources;
- to understand literary movements and trends within their historical and critical contexts;
- to write insightful and well substantiated critical arguments *ex tempore* and with the opportunity for planning and drafting.

### **Requirements of the OXE Major**

OXA 100 Oxbridge Introductory Seminar (4)

OXE 106 Introduction to Contemporary Critical Theory (4)

The following five 4-hour OXE tutorials must be taken while at Jewell:

OXE 110 British Literature (4)

OXE 220 United States Literature (4)

OXE 241 Global Literatures and Theory (4)

OXE 489 Advanced Critical Theory (4)

OXE 495 Literature and Theory Synthesis (4)

Junior year studies — arranged in consultation with the Coordinator of the major and the Oxbridge Committee and certified by the Oxbridge Committee as having been undertaken successfully.

Comprehensive Examinations (taken in conjunction with OXE 495, Literature and Theory Synthesis)

Consult the Oxbridge Handbook for additional requirements.

### **OXE 106 Introduction to Contemporary Critical Theory (4 cr. hrs.)**

This non-tutorial course introduces students to contemporary critical theory – the critical perspective and methodologies that inform current literary study. It is a co-requisite of the first OXE tutorial course taken by a student exploring or entering the Oxbridge Literature and Theory major. Prerequisites: successful completion of OXA 100, concurrent enrollment in an OXE tutorial course.

### **OXE 110 British Literature (2 cr. hrs.) (4)**

This tutorial examines significant works of English literature from medieval to modern periods through a range of critical approaches and within their historical and cultural contexts.

### **OXE 220 United States Literature (2 cr. hrs.) (4)**

This tutorial examines canonical United States literary works from colonial to contemporary periods, interpreting these texts through a range of critical methodologies and attempting to discern significant movements and trends and aesthetic and technical developments that derive from and are influenced by particular historical contexts.

## Oxbridge *continued*

### **OXE 241 Global Literatures and Theory (2 cr. hrs.) (4)**

This tutorial is a rigorous theoretical inquiry into global literatures in English translation, with an emphasis on literatures emanating from colonized and/or formerly colonized societies. In the course of its inquiries into global literatures, the tutorial engages in a sustained examination of contemporary theories and debates of the “global,” “post-coloniality,” and “empire.” The course, therefore, examines theoretical debates on – as well as the literary and aesthetic conventions and strategies through which global literatures map and re-map – questions of the nation, empire, (anti-)colonialism, “post-colonialism,” national struggle, history, decolonialization, the post- or trans-nationality, imperialism, identity, hybridity, otherness and sub-alterity, race, class, gender, the cultural politics of representation, power relations and the emerging “global” culture and social and economic relations.

### **OXE 300 Honors-Level Studies (1-8 cr. hrs.)**

Studies carried out during the third year that are recognized as a part of the major because of their honors level but which do not sufficiently satisfy the criteria for tutorial or tutorial-like work. Prerequisite: Good standing as a junior in the OXE major.

### **OXE 489 Advanced Critical Theory (2 cr. hrs.) (4)**

This tutorial undertakes rigorous, critical and comparative examination of critical literary and cultural theory – that is, diverse conceptual methods of reading, interpreting and analyzing literary and cultural texts. Students will analyze and critically compare diverse frames of reading and analysis in a range of primary theoretical texts in, for example, liberal humanism, new criticism, new historicism, psychoanalysis, post-structuralism, feminism, Marxism, cultural materialism, transnationalism, cyber theories... . The tutorial places emphasis of critical and comparative examination of concepts that have become significant in contemporary critical theory: “theory,” “representation,” “author/ity,” “reading,” “pleasure,” “critique,” “discourse,” “ideology,” “culture,” “material reality,” “difference,” “alterity,” “supplementarity,” the “virtual,” “race,” “gender,” “class,” “aesthetics,” “politics,”... . In doing so, it addresses the cultural and conceptual assumptions of diverse theories, the historical conditions within which diverse theories have emerged, and the social consequences of different and conflicting modes of reading literature and culture.

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

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.

### **OXE 495 Literature and Theory Synthesis (2 cr. hrs.) (4)**

Revisions for the comprehensive examinations. Intensive reading and rereading, writing of examination-style essays.

## **Tutorials in Music**

*Ian Coleman, Professor of Music, Coordinator of the major*

### **Learning Outcomes**

The Oxbridge Major in Music is designed to offer professional training to musicians in the artistry and techniques of the discipline. In addition to the general study of music history and theory, a student in the program will concentrate in at least one applied area of private study, e.g., violin, piano, voice.

Specifically, students completing the Oxbridge major in Music will:

- demonstrate a clear knowledge of the development of music from its earliest expressions to the present time, with demonstrable in-depth knowledge of those areas of specific interest that emerge during the course of study;
- demonstrate knowledge of music theory concepts and music analysis tools evidenced by the pre- and post-tests in Music Theory I and II;
- demonstrate skills in areas of vocal and/or instrumental performance as evidenced through successful completion of juries, departmental and/ or solo recitals;
- perform historical research and/ or undertake creative projects evidenced by the completion of Thesis Tutorial taken in the fall of the senior year; and
- effectively use written and oral communication to articulate arguments and judgments of musical opinion.

### **Requirements of the OXM Major**

OXA 100	Oxbridge Introductory Seminar (4)
MUS 120	Music Theory as Taught by the Beatles (3)
MUS 130	Music Theory as Taught by Bach (3)
MUS 220*	Structural Form in Music (2)
MUS 260	Beginning Conducting (2)



## Oxbridge *continued*

Keyboard, sightsinging and dictation proficiency as well as competence in post tonal theory and analysis – to meet departmental requirements

MUS 199 Recital Attendance\*\*

Applied study: MUS 214 for each semester during the first year and either MUS 214 or 414 (depending on the recommendation of the applied instructor) each semester of residence thereafter

A minimum of five semesters' participation in ensembles  
A minimum of five 4-hour OXM tutorials taken while at Jewell, including OXM 490 and OXM 495.

Junior-year studies – arranged in consultation with the Coordinator of the major and the Oxbridge Committee and certified by the Oxbridge Committee as having been undertaken successfully.

Comprehensive Examinations (taken in conjunction with OXM 495, Music Synthesis)

Consult the Oxbridge Handbook for additional requirements.

\* A student who completes OXM 232 is not required to take MUS 220.

\*\* Each music major must attend a minimum of 60 acceptable recitals, of which at least 10 must be William Jewell student recitals. (Complete guidelines for what constitutes an “acceptable” recital are provided in the Music Handbook.) When a student has completed this requirement, as certified by the departmental office, MUS 199 will be placed on the transcript. This listing must be on the transcript before a student can complete any music program.

### **OXM 205 Music and Culture – Past, Present, and Future** (2 cr. hrs.) (4)

The Classical music tradition has a long and rich history, marked by both sudden and gradual change in its relationship to surrounding cultures. This tutorial will explore this relationship. Theoretical treatises, critical commentaries, original sources and performance practices will shed light on the ways in which this tradition both rebels against and adapts to cultural trends in any given era. Students will gain a foundational knowledge for future study while learning to question their assumptions about music's role in society. Prerequisite: OXA 100.

### **OXM 223/423 The Operas of Mozart** (2 cr. hrs.) (4)

This tutorial will investigate the ways in which Mozart responded to the changes around him through his compositions of one particular genre—opera. By studying the thematic material, musical devices, cultural settings,

vocal and instrumental styles the tutorial will reveal the elements of the classical style that are critical for understanding music history from that time forward.

### **OXM 224/424 Musical Modernism, 1880-1930** (2 cr. hrs.) (4)

This tutorial will investigate the broad Modernist aesthetic between 1880 and 1930 and consider important composers and their contributions to this movement.

### **OXM 231/431 Instrumental Conducting** (2 cr. hrs.) (4)

Instrumental conducting in theory and practice: a technical, historical and practical basis for the development of the instrumental conductor.

### **OXM 232 Advanced Musical Analysis** (2 cr. hrs.) (4)

This course allows students to quickly cover standard formal structures in music and then start to develop a series of papers or analysis projects, the size and scope of which are determined by the interests of the student in consultation with the tutor, that explore how to write effective and thought provoking music analysis. The initial study of formal structures and/or advanced analysis systems will take roughly the first third to half of the semester. The remaining time is then spent developing, drafting and finalizing the projects/papers selected by the student and tutor. This tutorial should be preceded by MUS 120 and 130 and is therefore more effectively taken in the second semester of the sophomore year or the first semester of the senior year. This tutorial may replace MUS 220 Structural Forms, which is otherwise required of all OXM majors.

### **OXM 240/440 Symphonic Literature** (2 cr. hrs.) (4)

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

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 270/470 Musical Composition** (2 cr. hrs.) (4)

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 280/480 Romantic Pianism and Its Rules** (2 cr. hrs.) (4)

This course combines the disciplines of musicology and cultural history in investigating a specific repertoire of piano music, the great piano literature of the Romantic composers. The musicological approach to be used in this tutorial will be that of music criticism, which aims to integrate musical analysis with historical and biographical details, to achieve an aesthetic appreciation for the repertoire under consideration. Concurrent with the musical discipline, which will address the subject from the perspective of artistic expression, the tutorial will study the Romantic movement through the perspective of the cultural development of a major civilization, with particular emphasis on the cultural history of the period under review.

**OXM 300 Honors-Level Studies** (1-8 cr. hrs.)

Studies carried out during the third year that are recognized as a part of the major because of their honors level but which do not sufficiently satisfy the criteria for tutorial or tutorial-like work. Prerequisite: Good standing as a junior in the OXM major.

**OXM 324 American Classical Music: c1900 – Present** (2 cr. hrs.) (4)

The Western European model of art music proved irresistible to many of America's most creative composers, but unlike most European composers, Americans faced many daunting challenges to propagation, acceptance and performance of their music. This tutorial will examine the ways in which classically trained American musicians dealt with the complexities and challenges of American cultural identity in the 20th century.

**OXM 490 Thesis** (2 cr. hrs.) (4)

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 Music Synthesis** (2 cr. hrs.) (4)

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 in Science: Molecular Biology**

*Lilah Rahn-Lee, Associate Professor of Biology, Coordinator of the major*

### **Goals for Student Learning**

Students completing the Oxbridge major in Science (Molecular Biology) will have the following attainments and abilities:

- Explain major concepts in Cell and Molecular Biology, including:
  - a. The role of macromolecules in the structure, metabolism, and information transfer of cells
  - b. The structure, regulation, and function of nucleic acids, proteins, and membranes
  - c. How genetic information is transferred between generations of and regulated within the cell(s) of an organism
  - d. The compartmentalization, organization, and regulation of biochemical processes performed by cells
  - e. How the four above concepts work together to explain cellular behavior, including the mechanisms of the cell cycle and cell-cell communication, and the roles of cells within tissues and organ systems.
- Within an ethical framework that recognizes the important role of science in society, students will be able to participate in the community of research and discovery by:
  - a. Evaluating the logic of scientific arguments;
  - b. Integrating information from disparate sources (sub-disciplines of biology including those outside of molecular biology) into a coherent whole;
  - c. Formulating logical hypotheses to explain biological phenomena;
  - d. Designing experiments to test biological hypotheses;
  - e. Proficiently using molecular biological laboratory equipment and techniques;

## Oxbridge *continued*

- f. Analyzing and interpreting quantitative and qualitative data; and
- g. Communicating biological research to the scientific community and lay audiences through effective writing, oral presentations and visuals.

### Requirements of the OXS Major

OXA 100	Oxbridge Introductory Seminar (4)
BIO 133	Evolution and Ecology (4) with lab (1)
CHE 122	General Chemistry II (4) with lab (1)
CHE 301	Organic Chemistry I (4) with lab (1)
CHE 302	Organic Chemistry II (4) with lab (1)
CHE 450	Biochemistry (4) with lab (1)
	or a 300/400-level BIO course (4) with lab (1)
MAT 109	Calculus I (4)

[MAT 200, Calculus II, is strongly recommended.]

PHY 213	General Physics I (4) with lab (1)
PHY 214	General Physics II (4) with lab (1)

All of the OXS tutorials, labs and courses listed below except OXS 300

Junior Year Studies – arranged in consultation with the Coordinator of the major and Oxbridge Committee and certified by the Oxbridge Committee as having been undertaken successfully.

Comprehensive Examinations (taken in conjunction with OXS 495, Molecular Biology Synthesis)

Consult the Oxbridge Handbook for additional requirements.

When a lab is associated with a tutorial, simultaneous enrollment in the lab and tutorial is expected.

### OXS 100 Cell and Molecular

#### **Biology: An Introduction** (2 cr. hrs.) (4)

As an introduction to the study of the molecular biology of the cell, this tutorial will include an overview of the molecules that form cells (lipids, proteins, and nucleic acids), and a study of how these molecules work together to create cell structure and behavior. The accompanying laboratory experience is designed to develop laboratory and analytical skills and to illustrate the topics explored during tutorial sessions. This tutorial requires knowledge of first-year college-level chemistry.

### OXS 100L Laboratory for Cell and Molecular Biology

(1 cr. hr.)

### OXS 247 Protein Structure and Function (2 cr. hrs.) (4)

Protein Structure and Function is an in-depth survey of proteins. We will review the structures and properties of amino acids that are the “building blocks” of proteins.

We will focus on protein structure and how changes in protein structure cause changes in protein function. We will emphasize interactions between protein molecules and ligands, which lead to changes in proteins and, therefore, cell function. The laboratory section of the tutorial will cover the visualization of proteins and their functions. Students will get a broad overview of laboratory techniques to monitor protein/protein interactions and how the correct structure and function are critical for cellular function and survival, including gel electrophoresis, Western blotting, and immunofluorescence. Prerequisite: OXS 100.

### OXS 247L Laboratory for Protein Structure and Function

(1 cr. hr.)

### OXS 250 Genes

(2 cr. hrs.) (4)

This is a comprehensive, in-depth study of prokaryotic and eukaryotic genetics through the use of textual material, primary and secondary sources, and problem sets. The tutorial covers the structure, function, regulation and manipulation of genes, as well as genomic analysis of DNA. The laboratory component exposes the student to the fundamental molecular genetic techniques such as molecular cloning, mutagenesis and manipulation of gene expression. Prerequisite: OXS 100

### OXS 250L Genes Laboratory

(1 cr. hr.)

### OXS 281 Research Methodology I

(1 cr. hr.)

The student will design an independent laboratory project under the mentorship of a faculty member. The student will work with the faculty advisor in order to master laboratory techniques needed for the research project. By the end of the semester the student will produce a written proposal of the research project.

### OXS 282 Research Methodology II

(1 cr. hr.)

The student will begin execution of the independent laboratory project proposed in OXS 281 under the mentorship of a faculty member. By the end of the semester the student will publicly present the proposed project and preliminary data in the format of a scientific poster.

### OXS 300 Honors-Level Studies

(1-8 cr. hrs.)

Studies carried out during the third year that are recognized as a part of the major because of their honors level but which do not sufficiently satisfy the criteria for tutorial or tutorial-like work. Prerequisite: Good standing as a junior in the OXS major.

## **Oxbridge** *continued*

### **OXS 430 Membranes and Signaling** (2 cr. hrs.) (4)

This tutorial probes the nature of cellular membranes and signaling, including intensive studies of membrane structures and the functions those structures support. The student will do extensive reading of the primary scientific literature, and construct in-depth, multi-week writing projects that focus on a critical evaluation of the literature.

### **OXS 481 Research I** (1 cr. hr.)

The student will continue to pursue completion of the independent laboratory project proposed in OXS 281 under the mentorship of a faculty member. By the end of the semester the student will orally present an overview of a peer-reviewed published primary research article and its relevance to the student's own research.

### **OXS 482 Research II** (1 cr. hr.)

The student will complete the independent laboratory project proposed in OXS 281 under the mentorship of a faculty member and collect and analyze all necessary data. The student will present the completed experiment as both a formal primary research paper and a public oral presentation.

### **OXS 495 Molecular Biology Synthesis** (2 cr. hrs.) (4)

The framework provides a structure for the student to organize and synthesize concepts learned throughout the molecular Oxbridge tutorials and independent study, in preparation for comprehensive examinations. The written comprehensive exams will be in the format of a written thesis, focused on a topic in the realm of molecular biology. The oral comprehensive exam will be a public presentation of the written thesis and a closed oral defense of the synthesized ideas therein.

# Performing Arts

Chair: Professor Ian Coleman

Professors: Ann Marie Rigler and Nathan Wyman

Associate Professors: Langston Hemenway and Anthony Maglione

Assistant Professors: Dorothy Maglione and Christopher McCoy

>> [www.jewell.edu/music](http://www.jewell.edu/music)

>> [www.jewell.edu/theatre](http://www.jewell.edu/theatre)

>> [www.jewell.edu/musical-theatre](http://www.jewell.edu/musical-theatre)

## Learning Outcomes for the Music Majors

Graduates of the William Jewell College music program will:

- Perform to a standard appropriate for the course of music study being undertaken at an undergraduate Liberal Arts college on at least one instrument or voice as evidenced by and assessment through the Sophomore, Junior and Senior departmental recitals.
- Demonstrate an informed understanding of common practice and post tonal theory as evidenced in the Summative Music Theory Examination.
- Demonstrate an informed understanding of the development of music in the western and non-western traditions as evidenced in the Summative Music History Examination.
- Confidently undertake and present research, making use of diverse resources as evidenced in the Synthesis Portfolio presented in the Senior year.

The department, an accredited institutional member of the National Association of Schools of Music, offers three music degree programs. The program in music leading to the Bachelor of Arts (BA) degree requires a minimum of 124 credit hours for graduation, 84 of which must be non-MUS hours. The two programs leading to the Bachelor of Science (BS) degree, one in music (for which the student may choose an area of emphasis) and one in music education, require a minimum of 124 credit hours for graduation, 64 of which must be non-MUS hours. Much other important information, including course checklists and details of the recital attendance policy, is described in detail in the Music Handbook, which is available in the department office and in electronic form on the departmental Moodle page. Any student wishing to major in music must complete an admission audition. It is also possible to minor in music or in music studies.

The department also offers majors in Musical Theatre and in Theatre, both of which lead to the BA degree, with similar policies regarding credit hours as indicated above, and also provides a minor in Theatre.

WILLIAM JEWELL COLLEGE

## The Majors BA DEGREE IN MUSIC

Under any BA program, a maximum of 40 hours in one discipline is allowed to count toward graduation. A grade of C- or higher is required in each music course for the major. All BA music majors must complete a minimum of 84 non-MUS hours that can be counted toward graduation.

### Required Courses

MUS 109	Introduction to Music Study (1)
MUS 120	Music Theory as Taught by the Beatles (3)
MUS 121	Ear Training I (2)
MUS 122	Keyboard Skills I (1)
MUS 130	Music Theory as Taught by Bach (3)
MUS 131	Ear Training II (2)
MUS 132	Keyboard Skills II (1)
MUS 220	Structural Form in Music (2)
MUS 222	Keyboard Skills III (1)
MUS 260	Beginning Conducting (2)
MUS 331	From Monteverdi to Messiah: 1600-1750 (2)
MUS 332	Music of the Rococo, Revolutions and Romanticism: 1750-1900 (2)
MUS 350	Music in Society and Culture (2)
MUS 399	Half Recital (1)
MUS 470	Portfolio (1)

One of the following:

MUS 330	Temple, Church and Court: Ancient-1600 (2)
MUS 335	The Myth of the Universal Language: Music in the Non-Western Tradition (2)
MUS 340	Innovation vs. Preservation: 20th Century Theory and History (3)

Additional requirements:

MUS 214/414	Applied Study (8) (1 credit hour per semester for 8 semesters)
8 or more ensembles	(at least one ensemble per semester for 8 semesters)
MUS 199*	Recital Attendance (0)

\* Each music major must attend a minimum of 60 acceptable recitals, of which at least 10 must be William Jewell student recitals. (Complete guidelines for what constitutes an "acceptable" recital are provided in the Music Handbook.) When a student has completed this requirement, as certified by the departmental office, MUS 199 will be placed on the transcript. This listing must be on the transcript before a student can complete any music major.

## Performing Arts *continued*

The Music major can be combined with other majors. Students whose primary major leads to a Bachelor of Science degree and who wish to add the above program in music as an additional major may follow the core requirements for the BS degree. A student also has the option of earning a second major in music by fulfilling the complete requirements for one of the BS music programs described below.

### BS DEGREE IN MUSIC

Within a BS program, a maximum of 60 hours in one discipline (e.g., MUS) is allowed to count toward graduation. Students may petition the faculty to allow them to pursue an emphasis in music performance. (Details are given below.) An area of emphasis is not required.

#### Required courses for all students

MUS 109	Introduction to Music Study (1)
MUS 120	Music Theory as Taught by the Beatles (3)
MUS 121	Ear Training I (2)
MUS 122	Keyboard Skills I (1)
MUS 130	Music Theory as Taught by Bach (3)
MUS 131	Ear Training II (2)
MUS 132	Keyboard Skills II (1)
MUS 220	Structural Form in Music (2)
MUS 222	Keyboard Skills III (1)
MUS 260	Beginning Conducting (2)
MUS 330	Temple, Church and Court: Ancient-1600 (2)
MUS 331	From Monteverdi to Messiah: 1600-1750 (2)
MUS 332	Music of the Rococo, Revolutions and Romanticism: 1750-1900 (2)
MUS 335	The Myth of the Universal Language: Music in the Non-Western Tradition (2)
MUS 340	Innovation vs. Preservation: 20th Century Theory and History (3)
MUS 350	Music in Society and Culture (2)
MUS 399	Half Recital (1)
MUS 470	Portfolio (1)

Additional requirements:

MUS 214/414	Applied Study (8)
(1 credit hour per semester for 8 semesters)	
8 primary ensembles (in one concentration)	
4 secondary ensembles of any type	
MUS 199*	Recital Attendance (0)

\* Each music major must attend a minimum of 60 acceptable recitals, of which at least 10 must be William Jewell student recitals. (Complete guidelines for what constitutes an “acceptable” recital are provided in the Music Handbook.) When a student has completed this

requirement as certified by the departmental office, MUS 199 will be placed on the transcript. This listing must be on the transcript before a student can complete any music major.

**Students seeking the BS degree with a major in music who do not complete an area of emphasis must earn 8 additional hours in MUS courses (beyond those listed above). Credit for ensembles cannot be used to meet this requirement.**

### EMPHASIS IN MUSIC PERFORMANCE

A student emphasizing music performance must meet, in addition to the requirements for the BS music major listed above, the requirements of one of the following programs:

#### Instrumental Performance

One of the following four courses:

MUS 365	String Pedagogy and Literature (3)
MUS 366	Brass Pedagogy and Literature (3)
MUS 367	Woodwind Pedagogy and Literature (3)
MUS 368	Percussion Pedagogy and Literature (3)
MUS 499	Full Recital (1)

#### Keyboard Performance

MUS 369	Keyboard Pedagogy and Literature (3)
MUS 376**	Piano Accompanying (1)
MUS 499	Full Recital (1)

\*\* MUS 376 must be taken twice.

#### Vocal Performance

MUS 209	English and German Diction (1)
MUS 210	Italian and French Diction (1)
MUS 364	Vocal Pedagogy and Literature (3)
MUS 375**	Opera Workshop (1)
MUS 499	Full Recital (1)

\*\* MUS 375 must be taken twice.

A student may earn only one major in music or music education. A student with a major in Music and an emphasis in Vocal Performance is not permitted also to major in Musical Theatre.

A grade of C- or higher is required in each music course for the major. Additional information specific to the emphasis in performance is outlined in the Music Handbook, which is available on request from the departmental office or on through the departmental Moodle page. All BS music majors must complete a minimum of 64 non-MUS hours that can be counted toward graduation.

## Performing Arts *continued*

### MUSIC EDUCATION

A certification program in music education is achieved through a BS degree program. Additional information about music education is available from the student's major advisor, from the Music Handbook and from the Teacher Education Student Handbook.

Procedures to be followed in obtaining teacher certification, including a second major in Education, are included in the Teacher Education Student Handbook. Specific course requirements for all certification programs may be found on check sheets available in the Education Department Office.

#### Required courses

MUS 120	Music Theory as Taught by the Beatles (3)
MUS 121	Ear Training I (2)
MUS 122	Keyboard Skills I (1)
MUS 130	Music Theory as Taught by Bach (3)
MUS 131	Ear Training II (2)
MUS 132	Keyboard Skills II (1)
MUS 220	Structural Form in Music (2)
MUS 222	Keyboard Skills III (1)
MUS 232	Keyboard Skills IV (1)
MUS 311	Musical Leadership (4)
MUS 312	Instrumental Music Workshop: Band (2)
MUS 313	Instrumental Music Workshop: Strings (3)
MUS 313L	Instrumental Music Laboratory: Strings (1)
MUS 314	Choral/Vocal Music Workshop (3)
MUS 314L	Choral/Vocal Music Laboratory (1)
MUS 331	From Monteverdi to Messiah: 1600-1750 (2)
MUS 332	Music of the Rococo, Revolutions and Romanticism: 1750-1900 (2)
MUS 335	The Myth of the Universal Language: Music in the Non-Western Tradition (2)
MUS 340	Innovation vs. Preservation: 20th Century Theory and History (3)
MUS 352	Methods in Woodwind Instruments (1)
MUS 353	Methods in Brass and Percussion Instruments (1)
MUS 399	Half Recital (1)
MUS 451	Music Methods in the Elementary Schools (2)
MUS 452	Vocal Music Methods in the Secondary Schools (2)
MUS 456	Secondary Instrumental Music (3)

Additional requirements:

MUS 214/414 Applied Study (8)  
(1 credit hour per semester for 8 semesters)

8 primary ensembles (in area of performance)

2 secondary ensembles (in opposite area)

2 small ensembles (in any area)

MUS 199\* Recital Attendance (0)

\* Each music major must attend a minimum of 60 acceptable recitals, of which at least 10 must be William Jewell student recitals. (Complete guidelines for what constitutes an "acceptable" recital are provided in the Music Handbook.) When a student has completed this requirement, as certified by the departmental office, MUS 199 will be placed on the transcript. This listing must be on the transcript before a student can complete any music major.

### MUSICAL THEATRE

Students majoring in musical theatre experience an interdisciplinary program that develops their interests and talents in the study of acting, musical performance, theatrical design and stagecraft, theatre styles and movement and dance.

#### Learning Outcomes for Musical Theatre Majors

Our students will:

- produce creative and thought-provoking theatrical work;
- analyze and interpret dramatic texts, theatrical events and performance with critical intelligence;
- explore and articulate the interconnection of theatre in culture and society;
- collaborate and problem-solve in the planning, implementation and reception of theatre practice; and
- perform to a standard appropriate for the course of music study being undertaken at an undergraduate Liberal Arts college on at least one instrument or voice as evidenced by and assessment through the Sophomore, Junior and Senior departmental recitals.

#### Required Courses

COM 490	Internship (2)
MUS 120	Music Theory as Taught by the Beatles (3)
MUS 121	Ear Training I (2)
MUS 131	Ear Training II (2)
MUS 214	Applied Study (6) Applied study in voice for a minimum of 6 semesters
THE 100	Introduction to Theatre (4)
THE 101	Acting I (2)
THE 105	Stagecraft I (2)
THE 201	Acting II (2)
THE 250	Introduction to Stage Design (4)
THE 326	Musical Theatre Styles (4)
THE 430	Theatre Capstone: Pre-Production (2)
THE 450	Theatre Capstone: Performance (2)



## Performing Arts *continued*

One of the following three courses:

THE 327	Traditional Theatre Styles (4)
THE 330	Multicultural Perspectives on Theatre (4)
THE 331	Avant-Garde and Experimental Performance (4)

A minimum of 1 credit hour in Dance is required.  
The student must also complete a minimum of 3 hours from additional courses in Dance or in Theatre Practicum (THE 211–219).

A student is not permitted to major in both Musical Theatre and in Theatre.

### THEATRE

Theatre provides an integrated curriculum introducing students to the variety of skills and techniques involved in the creation of theatre. Theatre majors are prepared for careers in the professional theatre and film industry including performance, design, production, administration, or further graduate study. Every theatre major will complete an internship with a professional arts or culture organization in Kansas City or beyond. Theatre majors may pursue their own area of special interest (such as performance or design & production) within the requirements shown below.

### Learning Outcomes for Theatre Majors

Our students will:

- produce creative and thought-provoking theatrical work;
- analyze and interpret dramatic texts, theatrical events and performance with critical intelligence;
- explore and articulate the interconnection of theatre in culture and society; and
- collaborate and problem-solve in the planning, implementation and reception of theatre practice.

### Required Courses

COM 100	Fundamentals of Speech Communication (2)
COM 490	Internship (2)
THE 100	Introduction to Theatre (4)
THE 101	Acting I (2)
THE 105	Stagecraft I (2)
THE 201 or THE 205	Acting II (2) Stagecraft II (2)
THE 250	Introduction to Stage Design (4)
THE 430	Theatre Capstone: Pre-Production (2)
THE 450	Theatre Capstone: Performance (2)

Four of the following courses:

THE 211	Audience Management Practicum (1)
THE 212	Sound Practicum (1)
THE 213	Properties Practicum (1)
THE 214	Costume Practicum (1)
THE 215	Scenery Practicum (1)
THE 216	Lighting Practicum (1)
THE 217	Dramaturgy Practicum (1)
THE 218	Acting Practicum (1)
THE 219	Stage Management Practicum (1)

Twelve credit hours from the following courses:

THE 312	Advanced Scenery and Properties Design (4)
THE 313	Advanced Costume and Makeup Design (4)
THE 314	Advanced Lighting and Sound Design (4)
THE 326	Musical Theatre Styles (4)
THE 327	Traditional Theatre Styles (4)
THE 330	Multicultural Perspectives on Theatre (4)
THE 331	Avant-Garde and Experimental Performance (4)
THE 350	Stage Design Studio (2)

Four additional hours in Theatre.

## The Minors

A music minor may be especially appropriate for students whose primary majors would make it difficult to pursue a second major in music, for those students who decide to do serious music study rather late in their collegiate careers and for those students who wish to undertake collegiate music study but who are not considering a full career in music. Two different minors in music, both based on the same six core courses, are available. A student whose major is music or music education cannot also earn one of these minors.

### MUSIC

#### Required Courses

MUS 120	Music Theory as Taught by the Beatles (3)
MUS 121	Ear Training I (2)
MUS 130	Music Theory as Taught by Bach (3)
MUS 131	Ear Training II (2)
MUS 260	Beginning Conducting (2)
MUS 332	Music of the Rococo, Revolutions and Romanticism 1750-1900 (2)
MUS 399	Half Recital (1)

## Performing Arts *continued*

Additional requirements:

Ensembles – At least one ensemble each semester the student has a declared music minor (minimum of 4)

Applied study – Either MUS 214/414 for a total of 6 hours or the most appropriate non-major applied study (MUS 112-117) for a total of 6 hours. [Normally all applied study will be in the same area as the Half Recital.]

Recital attendance (as evidenced by MUS 199 on the transcript\*)

### MUSIC STUDIES

#### Required Courses

MUS 120	Music Theory as Taught by the Beatles (3)
MUS 121	Ear Training I (2)
MUS 130	Music Theory as Taught by Bach (3)
MUS 131	Ear Training II (2)
MUS 260	Beginning Conducting (2)
MUS 332	Music of the Rococo, Revolutions and Romanticism 1750-1900 (2)

Three of the following courses:

MUS 220	Structural Form in Music (2)
MUS 330	Temple, Church and Court: Ancient-1600 (2)
MUS 331	From Monteverdi to Messiah: 1600-1750 (2)
MUS 335	The Myth of the Universal Language: Music in the Non-Western Tradition (2)
MUS 340	Innovation vs. Preservation: 20th Century Theory and History (3)

Additional requirements:

Ensembles – At least one ensemble each semester the student has a declared music studies minor (minimum of 4)

Recital attendance (as evidenced by MUS 199 on the transcript\*)

\* Each student with a minor in music or music studies must attend a minimum of 15 acceptable recitals, of which at least 3 must be William Jewell student recitals. When a student has completed this requirement, as certified by the departmental office, MUS 199 will be placed on the transcript. (Complete guidelines for what constitutes an “acceptable” recital are in the Music Handbook.) This listing must be on the transcript before a student can complete a minor in music.

### THEATRE

The minor in theatre provides the student majoring in another discipline the opportunity to have a complementary focus in theatre. A student majoring in Theatre or Musical Theatre may not also minor in Theatre.

#### Required Courses

THE 100	Introduction to Theatre (4)
THE 101	Acting I (2)
THE 105	Stagecraft I (2)
THE 201	Acting II (2)
THE 250	Introduction to Stage Design (4)

Two of the following courses:

THE 211	Audience Management Practicum (1)
THE 212	Sound Practicum (1)
THE 213	Properties Practicum (1)
THE 214	Costume Practicum (1)
THE 215	Scenery Practicum (1)
THE 216	Lighting Practicum (1)
THE 217	Dramaturgy Practicum (1)
THE 218	Acting Practicum (1)

One of the following courses:

THE 312	Advanced Scenery and Properties Design (4)
THE 313	Advanced Costume and Makeup Design (4)
THE 314	Advanced Lighting and Sound Design (4)
THE 326	Musical Theatre Styles (4)
THE 327	Traditional Theatre Styles (4)
THE 330	Multicultural Perspectives on Theatre (4)
THE 331	Avant-Garde and Experimental Performance (4)

### CERTIFICATE IN BALLROOM DANCING

A student may earn a certificate in ballroom dancing by meeting all of the following criteria:

#### I. Dance Courses

Complete successfully the following three courses:

DNC 102	Big Band Ballroom Dance I (1)
DNC 103	Dancing to the DJ I (1)
DNC 202	Big Band Ballroom Dance II (1)
or 203	Dancing to the DJ II (1)

A grade of C- or better is needed in DNC 202 or 203.

#### II. Activities

- At least 6 hours of teaching ballroom dancing that is approved and assessed by the certificate administrator or designee.
- At least one public performance that is approved and assessed by the certificate administrator or designee.
- Engagement in choreography for at least one event that is approved and assessed by the certificate administrator or designee.

## Performing Arts *continued*

### III. Dance Events

Attendance and participation in a minimum of 15 dance events. Appropriate documentation must be provided to the certificate administrator.

The certificate administrator may approve substitutions of other dance experiences for the above requirements.

## Course Descriptions

### DANCE

#### **DNC 101 Musical Theatre Dance Styles (1 cr. hr.)**

Students will be introduced to dance styles typically used in musical theatre with a focus on jazz and modern in this interactive, participatory class. Grading for all students will be on a pass/fail basis.

#### **DNC 102 Big Band Ballroom Dance I (1 cr. hr.)**

Introduction to historical origins of couples' ballroom dance. Types, timings and rhythms are explored as well as basic rules of etiquette. Grading for all students will be on a pass/fail basis.

#### **DNC 103 Dancing to the DJ I (1 cr. hr.)Z**

Students will learn swing, salsa and other dances that work well with music commonly played by DJ's. Grading for all students will be on a pass/fail basis.

#### **DNC 202 Big Band Ballroom Dance II (1 cr. hr.)**

Advanced class in couples' ballroom dance, with instruction in leading and following. DNC 202 will meet at the same time as DNC 102. Prerequisite: DNC 102 or PED 116.

#### **DNC 203 Dancing to the DJ II (1 cr. hr.)**

Advanced class in swing, salsa and other popular dance styles, with instruction in leading and following. DNC 203 will meet at the same time as DNC 103. Prerequisite: DNC 103 or PED 117.

#### **DNC 499 Independent Study in Dance (1 cr. hr.)**

Special creative project or investigative study designed by the student and approved by individual faculty, or advanced instruction in a dance style approved by individual faculty. Enrollment by permission of instructor. Prerequisite: at least one 100-level DNC course.

### MUSIC

#### **MUS 109 Introduction to Music Study (1 cr. hr.)**

This course introduces first-year music students to many of the questions, challenges, opportunities and resources that are central to the lives of professional musicians.

Topics include: efficient practice techniques, wellness, stage presence and comportment, performance anxiety, auditioning, employment options, marketing and self-promotion, academic research strategies and the role of music in the liberal arts. Prerequisites: None.

#### **MUS 120 Music Theory as Taught by the Beatles (3 cr. hrs.)**

An overview of the foundations of music theory including scales, triads, rhythm, diatonic harmony and chromatic harmony through secondary dominants. There is also discussion of the foundational structure of music as a whole. Study is partially through analysis of songs by The Beatles. Students will also be acquiring knowledge of a standard music notation software.

#### **MUS 121 Ear Training I (2 cr. hrs.)**

Sight singing and dictation of diatonic scales, intervals, triads, rhythmic groups, harmonic function and tonal melodies.

#### **MUS 122 Keyboard Skills I (1 cr. hr.)**

This course introduces basic piano skills, including familiarity with symbols and terminology, touches, pedaling, sight-reading, harmonization, transposition, improvisation and playing solo repertoire. Class meets twice weekly.

#### **MUS 130 Music Theory as Taught by Bach (3 cr. hrs.)**

A study of the principles of diatonic and chromatic harmony in the style of Bach. Non-harmonic tones and modulation will also be addressed. Study is principally through four-part harmony exercises and analysis of music. Students will continue to develop their skills pertaining to music notation software.

#### **MUS 131 Ear Training II (2 cr. hrs.)**

Sight singing of tonal melodies, canons and part music in treble, bass and C-clefs. Dictation of tonal and chromatic melodies, rhythmic groups, harmonic intervals and two- and four-part harmony. Prerequisite: MUS 121.

#### **MUS 132 Keyboard Skills II (1 cr. hr.)**

Second semester keyboard skills course continues focus on harmonization, transposition, improvisation, sight-reading and solo repertoire. Introduces extended harmonic progressions, major and minor scales and arpeggios. Class meets twice weekly. Prerequisite: MUS 122.

## Performing Arts *continued*

### **MUS 199 Recital Attendance (0 cr. hr.)**

These recitals expand the student's knowledge of recital etiquette and offer an opportunity to become familiar with a wide number of musical genres. Occasionally students will provide a written or oral evaluation for some of the recitals they attend. Refer to the statements earlier in this section about requirements of majors and minors for recital attendance. (Refer to the Music Handbook for additional details.) MUS 199 will appear on the transcript only when the student majoring or minoring in music has completed these requirements.

### **MUS 209 English and German Diction (1 cr. hr.)**

A series of voice diction labs. All voice students will take both MUS 209 and 210, although they are available for all other applied students with an interest in the subject matter.

### **MUS 210 Italian and French Diction (1 cr. hr.)**

A series of voice diction labs. All voice students will take both MUS 209 and 210, although they are available for all other applied students with an interest in the subject matter.

### **MUS 220 Structural Form in Music (2 cr. hrs.)**

Literature is drawn principally from, but is not limited to, the Baroque through Romantic eras. This course is based on the analysis of representative works exhibiting the following forms: song form, compound ternary, rondo, episodic, sonata-allegro and concerto. This course will also explore how to write about music and the differences between mechanical analysis and interpretation. Prerequisite: MUS 130.

### **MUS 222 Keyboard Skills III (1 cr. hr.)**

Third semester keyboard skills course introduces choral and instrumental open score reading and art song accompaniment. Ongoing study of harmonization, transposition, sight-reading and technique. Class meets twice weekly. Prerequisites: MUS 122, 132. Course completes the keyboard skills requirement for Music Performance majors. Prerequisites: MUS 122, 132.

### **MUS 232 Keyboard Skills IV (1 cr. hr.)**

Fourth semester course emphasizes skills in accompaniment, hymn playing, more advanced open score reading, and rehearsal and classroom applications required for public school teaching and other music professions. Ongoing study of harmonization, transposition, sight-

reading and technique. Intensive review culminates in a keyboard proficiency examination required of Music Education majors for graduation. Class meets twice weekly. Prerequisites: MUS 122, 132, 222.

### **MUS 260 Beginning Conducting (2 cr. hrs.)**

An introduction to the art of conducting. This course covers basic conducting and score study techniques and lays a foundation that can be built upon later in the advanced conducting courses.

### **MUS 270 Keyboard Studies in Church Music (1 cr. hr.)**

Individual and group instruction of keyboard skills essential for church musicians. Topics include: gospel and jazz piano techniques; fundamentals of organ playing; hymn performance and leadership in all styles, including contemporary Christian; and conducting from the keyboard or organ console. Prerequisites: Successful completion of piano barrier exam, or permission of instructor.

### **MUS 311 Musical Leadership (4 cr. hrs.)**

This introductory course is for all music education majors. This course will delve into the fundamentals of conducting, ensemble management, rehearsal methods and provide an introduction to the theory and philosophy of music education. There are no prerequisites for this course.

### **MUS 312 Instrumental Music Workshop: Band (2 cr. hrs.)**

A study of band instruments, wind ensemble management and band program leadership. Students will learn how to play wind and percussion instruments at a beginner level and continue to evolve musical leadership skills, including advanced conducting skills and using technology for arranging and transposition. Prerequisite: MUS 311.

### **MUS 313 Instrumental Music Workshop: Strings (3 cr. hrs.)**

A study of string instruments, orchestra program management and string ensemble leadership. Students will learn how to play string instruments at a beginner level and continue to evolve musical leadership skills, including advanced conducting skills and using technology for arranging and transposition. Prerequisite: MUS 311.

### **MUS 313L Instrumental Music Laboratory: Strings (1 cr. hr.)**

## Performing Arts *continued*

### **MUS 314 Choral/Vocal Music Workshop (3 cr. hrs.)**

Choral/Vocal Music Workshop will be designed as a study of the fundamentals of choral/vocal technique, singer's diction, choral literature and choral arranging while students continue to master conducting, ensemble management and leadership strategies. Class readings, projects and practical assignments are intended to help the development of skills necessary for a career as a music educator. The lab will include discussions, guest speakers, practical application of class materials and may occasionally include podium time in front of one of Jewell's existing choral ensembles. Prerequisite: MUS 311.

### **MUS 314L Choral/Vocal Music Laboratory (1 cr. hr.)**

### **MUS 330 Temple, Church and Court:**

#### **Ancient-1600 (2 cr. hrs.)**

This course explores the evolution of western music from its roots in the ancient societies of Mesopotamia and Greece to its rich diversity of expressions in Renaissance-era Europe. Prerequisites: MUS 120-121 and 130-131; MUS 332 is highly recommended.

### **MUS 331 From Monteverdi**

#### **to Messiah 1600-1750 (2 cr. hrs.)**

This course examines western European music of the Baroque era, from the birth of Italian opera through the careers of Johann Sebastian Bach and Georg Frideric Handel. Prerequisites: MUS 120-121 and 130-131; MUS 332 is highly recommended. Open to non-majors by permission of instructor.

### **MUS 332 Music of the Rococo, Revolutions, and Romanticism 1750-1900 (2 cr. hrs.)**

This course surveys western European music from the pre-Classical style of the 1730s through High Classical style and 19th century Romanticism, concluding with the symphonies of Gustav Mahler. Prerequisites: MUS 120-121 and 130-131. Open to non-majors by permission of instructor. Completion of this course before MUS 330 and MUS 331 is highly recommended.

### **MUS 335 The Myth of the Universal Language: Music in the Non-Western Tradition (2 cr. hrs.)**

An examination of selected indigenous musics of North America, Africa, the Indian subcontinent, Indonesia, Australia and the Far East in their socio-cultural contexts. Prerequisites: None; may be taken as an elective.

### **MUS 340 Innovation vs. Preservation: 20th Century Theory and History (3 cr. hrs.)**

A study of the techniques of 20th-century compositions and theoretical investigation of composition styles, such as impressionism, expressionism, serialism, total serialism, socialist realism, Neo-classicism, indeterminacy, minimalism, mystic minimalism and electronic music. Each of these will be placed in its historical context. Students write a series of analytical reports and may also write short compositions in the styles discussed in class. Students will also engage with a series of articles by twentieth century composers. A working knowledge of professional level notation software program is necessary for this course. Prerequisite: MUS 220 or permission of the instructor.

### **MUS 344 Hymnody (2 cr. hrs.)**

A survey of the history of Christian hymnody, from Gregorian chant through Contemporary Christian Music of the 21st century, focusing primarily on musical styles and secondarily on theological and literary contexts. Prerequisites: CTI 233 and MUS 120. Prior completion of MUS 330, 331 and 332 is highly recommended.

### **MUS 350 Music in Society and Culture (2 cr. hrs.)**

A deep exploration of music as it relates to society and culture. Students taking this course will wrestle with the place of the arts generally, and specifically music, in society and culture. Students should be able to articulate how the role of the arts has changed throughout western culture and should be able to both advocate articulately for the arts and understand arguments against the place and role of the arts in society and culture. Students will engage in discussion of various readings, or other sources. Prerequisite: Junior-year standing is required.

### **MUS 352 Methods in Woodwind Instruments (1 cr. hr.)**

This class is designed to train the future music educator in the pedagogy and repertoire for woodwind instruments. The class will focus particularly on beginner technique, embouchure acquisition and fingering. The class will also delve into a procedure-based classroom management that will serve the future music educator in beginning instrumental classrooms. No prerequisites.

### **MUS 353 Methods in Brass and Percussion Instruments (1 cr. hr.)**

This class is designed to train the future music educator in the pedagogy and repertoire for brass and percussion instruments. The class will focus particularly on beginner

## Performing Arts *continued*

technique, embouchure acquisition and fingering. The class will also delve into a procedure-based classroom management that will serve the future music educator in beginning instrumental classrooms. No prerequisites.

### **MUS 361 Advanced Instrumental Conducting (2 cr. hrs.)**

Instrumental conducting techniques including the use of the baton. Prerequisites: MUS 260, 120 and 121 or permission of instructor. Fall semester.

### **MUS 362 Advanced Choral Conducting (2 cr. hrs.)**

Choral conducting techniques including experience with campus ensembles. Prerequisites: MUS 260, 120 and 121 or permission of instructor. Spring semester.

### **MUS 364 Vocal Pedagogy and Literature (3 cr. hrs.)**

Students will study pedagogical models used in the history of teaching singing, from the 18th century to the present. Physiological/anatomical concepts will be learned to facilitate a fuller understanding of vocal production, along with practical experience of teaching to beginners. Within the historical context a systematic review of vocal literature will be conducted, allowing for a more thorough knowledge of appropriate songs for singers of various levels. Prerequisite: completion of at least two semesters of MUS 214V.

### **MUS 365 String Pedagogy and Literature (3 cr. hrs.)**

This course delves into the instrument-specific pedagogy and staple repertoire for the music performance major. Students will further their knowledge of instrumental technique alongside development of their knowledge of the standard body of musical works for their particular instrument.

### **MUS 366 Brass Pedagogy and Literature (3 cr. hrs.)**

This course delves into the instrument-specific pedagogy and staple repertoire for the music performance major. Students will further their knowledge of instrumental technique alongside development of their knowledge of the standard body of musical works for their particular instrument.

### **MUS 367 Woodwind Pedagogy and Literature (3 cr. hrs.)**

This course delves into the instrument-specific pedagogy and staple repertoire for the music performance major. Students will further their knowledge of instrumental technique alongside development of their knowledge of the standard body of musical works for their particular instrument.

### **MUS 368 Percussion Pedagogy and Literature (3 cr. hrs.)**

This course delves into the instrument-specific pedagogy and staple repertoire for the music performance major. Students will further their knowledge of instrumental technique alongside development of their knowledge of the standard body of musical works for their particular instrument.

### **MUS 369 Keyboard Pedagogy and Literature (3 cr. hrs.)**

A team-taught survey of graded teaching materials, repertoire and pedagogical techniques for pianists and organists. Both historical background and contemporary methods are emphasized. Required for all piano and organ performance majors. Prerequisites: Successful completion of piano barrier exam and admission to 400-level study of applied piano or organ.

### **MUS 370 Independent Study (1-4 cr. hrs.)**

### **MUS 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. MUS 375 may be repeated once with credit applied toward graduation. Prerequisite: permission of the instructor.

### **MUS 376 Piano Accompanying (1 cr. hr.)**

Piano accompanying techniques for basic vocal and instrumental solos and ensembles. Study will include representative works from contrasting periods of music. MUS 376 may be repeated once with credit applied toward graduation. Offered on demand.

### **MUS 399 Half Recital (1 cr. hr.)**

A varied and appropriately challenging solo recital comprising of 20 minutes of music. The recital program should include at least one small ensemble work. Specific requirement for voice, piano or instrumental recitals can be found in the Music Handbook or can be obtained from the appropriate division directors.

### **MUS 400 Introduction to the Business of Music (2 cr. hrs.)**

This course offers an overview of the various aspects of the business of music. Topics to be explored will include: The United States copyright law, mechanical licensing, contracts in music, careers in music, taxes, budgeting and time management skills. Students will undertake practical projects that will prepare them to make a living as a musician. Part of the course will include professionals

## Performing Arts *continued*

in the music business from various fields (retail music store operations, music therapy, recording industry, public school educator, church music, manufacturer's representative, performer, composer, musical instrument repair, publisher/editor) offering perspectives on how the music business operates. Usually taken in the junior or senior year.

### **MUS 420 Composition and Arranging Seminar I - General Techniques in Context (2 cr. hrs.)**

This course will introduce the student to some of the primary techniques and systems used in musical composition. A student enrolling in this course is expected to have an understanding of common practice music theory, structural forms in music and twentieth century music theory. In this course students will learn to apply those class materials previously studied in practical exercises and original compositions. The student will also be introduced to various instrument techniques and characteristics and engage in score study. As an outcome of this course, students should be able to think compositionally about the conception and development of a piece of original music.

### **MUS 421 Composition and Arranging Seminar II - Chamber Music (2 cr. hrs.)**

This course will introduce the student to the art of writing effective original compositions and arrangements for mixed and standard chamber ensembles. It will build on the foundational music theory courses taken in the first and sophomore years and on the information introduced in MUS 420. Students will produce professionally presented original scores and parts for performance by a set chamber ensemble.

### **MUS 422 Composition and Arranging Seminar III - Choral/Vocal Music (2 cr. hrs.)**

This course will introduce the student to the art of writing effective original compositions and arrangements for choral ensembles. It will build on the foundational music theory courses taken in the first and sophomore years and on the information introduced in MUS 420. Students will produce professionally presented original scores.

### **MUS 423 Composition and Arranging Seminar IV - Large Ensemble (2 cr. hrs.)**

This course will introduce the student to the art of writing effective original compositions and arrangements for large ensemble (orchestra and/ or band). It will build on the foundational music theory courses taken in the first and sophomore years and on the information introduced in

MUS 420. Elements of orchestration will be discussed as needed. Students will produce professionally presented original scores and parts for performance by standard orchestra/ band ensembles.

### **MUS 424 Composition and Arranging Seminar V - Electronic Music (2 cr. hrs.)**

This course will introduce the student to the art of writing effective original compositions using electronic means of sound production. It will build on the foundational music theory courses taken in the first and sophomore years and on the information introduced in MUS 420. Students will learn how to use standard professional grade electronic music software and will produce professional musical experiences presented in the most appropriate manner for the type of composition being created (scores, DVD, CD, etc.). Some time will be devoted to the issues inherent in writing for acoustic instruments with electronic sounds.

### **MUS 441 Music Literature: Performance Practices and Historical Research (2-4 cr. hrs.)**

May be offered as a specialized course in the literature or theory of a specific area, e.g., Choral Literature, Vocal Literature, Piano Literature, Symphonic Literature, Chamber Music or Eighteenth Century Counterpoint. Prerequisite: permission of instructor. Offered on demand.

### **MUS 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.

### **MUS 452 Vocal Music Methods in the Secondary Schools (2 cr. hrs.)**

Methods, materials and techniques for teaching music in grades 7-12. Music education majors only. Also listed as EDU 452.

### **MUS 456 Secondary Instrumental Music (3 cr. hrs.)**

This course focuses and instructs the music education major in the methods, materials and techniques for teaching instrumental music in the public schools, focusing on grades 6-12.

### **MUS 470 Portfolio (1 cr. hr.)**

The portfolio should be a work of synthesis in which a student crafts a question, the answer to which will involve bringing together and synthesizing information from various courses already taken or currently being taken at William Jewell. Students will work with a faculty



## Performing Arts *continued*

member to craft the question and then meet regularly to receive advice and guidance as the portfolio takes shape. The nature of the portfolio is flexible but may include written work, performance, technology, composition or a combination of these and/or other methods of presentation.

### **MUS 499 Full Recital (1 cr. hr.)**

A varied and appropriately challenging solo recital comprising 45 minutes of music. The recital program should include at least one small ensemble work. Specific requirement for voice, piano, instrumental or composition recitals can be found in the Music Handbook or from the appropriate division directors.

## **MUSIC INSTRUCTION**

### **Private Instruction**

Private lessons are available in the performing areas listed below. The times for music lessons are coordinated through the departmental office, and a fee is charged for all lessons.

All private lessons may be repeated, using the same number when necessary, for credit toward graduation.

### **MUS 112 Applied Woodwind Study for Non-Majors (1 cr. hr.)**

### **MUS 113 Applied Brass Study for Non-Majors (1 cr. hr.)**

### **MUS 114 Applied Keyboard Study for Non-Majors (1 cr. hr.)**

### **MUS 115 Applied Percussion Study for Non-Majors (1 cr. hr.)**

### **MUS 116 Applied String Study for Non-Majors (1 cr. hr.)**

### **MUS 117 Applied Voice Study for Non-Majors (1 cr. hr.)**

The above courses allow non-music-majors to study private applied lessons on any standard orchestral instrument. The one hour of credit allows for a half hour lesson per week and two additional studio classes that are 2 hours in length.

### **MUS 214 Applied Study (1 cr. hr.)**

### **MUS 414 Advanced Applied Study (1 cr. hr.)**

These two courses allow one-on-one private applied lessons on any standard orchestral instrument. The one hour of credit allows for a one-hour lesson per week. Usually MUS 214 is taken in the first and sophomore years, and MUS 414 is taken in the junior and senior years. The advanced level is more demanding and reflects the standard of literature, technique and mastery of musicality expected.

It is required of performance and education majors only. Others may take the higher level with permission of the applied teacher.

Lessons are offered on demand in the following areas:

Bassoon (R)	Organ (O)
Cello (L)	Percussion (D)
Clarinet (C)	Piano (P)
Composition (M)	Saxophone (X)
Euphonium (E)	String Bass (S)
Flute (F)	Trombone (B)
French Horn (Z)	Trumpet (T)
Guitar - Bass (G)	Tuba (U)
Guitar - Classical (K)	Viola (A)
Harp (J)	Violin (N)
Harpichord (H)	Voice (V)
Oboe (Y)	

The letter in parentheses indicates the suffix attached to the course number that is used to indicate the area of instruction.

### **Class instruction**

Class instruction is available to both majors and non-majors who wish to study piano, voice or guitar from a very rudimentary starting point. These courses, while not a required part of the Music Core, may be taken to supplement other core studies. A fee is charged for these classes. Offered on demand.

### **MUS 111C 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, for credit toward graduation.

### **MUS 111P Class Piano (1 cr. hr.)**

A suggested minimum of four students and a maximum of eight students. Beginning piano through level four. May be repeated, using the same number, for credit toward graduation.

### **MUS 111V Class Voice (1 cr. hr.)**

A suggested minimum of four students and a maximum of eight students. Open to all students. Fundamentals of singing, posture, breath control, vocal placement and vocal literature are introduced. May be repeated, using the same number, for credit toward graduation.

## Performing Arts *continued*

### **MUSIC 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. Labs/ensembles may be repeated for credit toward graduation; however, non-music majors are limited to a total of eight hours of lab/ensemble credit toward graduation. The same course number is used when repeating the course. Auditions are usually required. Not all ensembles are offered each semester.

#### *Chamber Organizations*

#### **MUS 280 Beginning Handbells (0-1 cr. hr.)**

This choir provides for a beginning experience in ringing handbells. No musical training is required, but basic musical knowledge is helpful. Techniques, terminology and notation are taught, with emphasis placed more on handbell education than performance. Maximum enrollment: 14 students.

#### **MUS 281 Advanced Handbells (0-1 cr. hr.)**

The Advanced Handbell Choir is for those who have previous handbell experience. Advanced sacred and secular literature is performed for several local concerts, as well as on a spring tour. Auditions are held during the first rehearsal in the Fall Semester, and a year-long commitment is expected if accepted. Maximum enrollment: 14 students

#### **MUS 282 Choral Scholars Ensemble (0-1 cr. hr.)**

Only students designated by the department as Choral Scholars may enroll in this course. This course explores the various aspects of choral ensemble performance from a practical, historical and theoretical perspective. This course may involve research and performance.

#### **MUS 283 Vocal Ensemble (0-1 cr. hr.)**

Students who wish to form a vocal ensemble under the direction of a faculty member may enroll, with the permission of the faculty member and department chair, in this course. The specific requirements of the ensemble will be defined by the faculty member overseeing the ensemble. Suitable vocal literature will be selected, rehearsed and, when appropriate, performed. The title appearing in the course schedule will reflect the nature of the vocal ensemble (e.g., Men's Choir).

#### **MUS 284 Cardinal Brass (0-1 cr. hr.)**

Normally this ensemble is a standard brass quintet, but other combinations of brass instrumental groupings may be used. The group will rehearse and perform suitable brass literature. Permission of the instructor is required.

#### **MUS 285 Chamber Music (0-1 cr. hr.)**

This ensemble will rehearse and perform standard chamber music, usually from the Baroque period through the present day. Permission of the instructor is required.

#### **MUS 286 Flute Choir (0-1 cr. hr.)**

Standard flute choir instrumentation is employed in this ensemble. The group rehearses and performs music written and arranged for flute choir. Permission of the instructor is required.

#### **MUS 287 Woodwind Ensemble (0-1 cr. hr.)**

Usually this is a standard woodwind quintet, but other combinations are possible. This group rehearses and performs appropriate literature for the combination of woodwind instruments in the ensemble. Permission of the instructor is required.

#### **MUS 288 Guitar Ensemble (0-1 cr. hr.)**

An ensemble of guitars. This group rehearses and performs music for guitar ensemble. Permission of the instructor is required.

#### **MUS 289 String/Piano Ensemble (0-1 cr. hr.)**

This ensemble is usually a standard piano quintet or piano quartet although other combinations may be used if appropriate literature is to be rehearsed. Permission of the instructor is required.

#### **MUS 290 Percussion Ensemble (0-1 cr. hr.)**

While there is no standard percussion ensemble, this course allows for the rehearsal and performance of a variety of music written for combined percussion instruments. Permission of the instructor is required.

#### **MUS 291 Jazz Combo (0-1 cr. hr.)**

A standard Jazz Combo is used for this ensemble. The emphasis is on learning how to play in a jazz combo style, which includes a focus on improvisation. Permission of the instructor is required.

#### **MUS 293 Cardinal Sound Athletic Band (0-1 cr. hr.)**

This is an ensemble designed to support athletic events. This ensemble will rehearse appropriate literature for use at athletic events on campus that might include, but are not limited to, football and basketball games. Permission of the instructor is required.

## Performing Arts *continued*

### **MUS 299 Ensemble Studies (0-1 cr. hr.)**

This course allows for the creation of unique ensemble combinations, possibly in partnership with student composers, for the purpose of the creation, rehearsal and possible performance of original music. This line may also be used for instrumental combinations not easily fitting into the outlines above. Permission of the instructor is required.

#### ***Large Organizations***

### **MUS 380 Cardinal Voices (0-1 cr. hr.)**

Cardinal Voices is a large mixed-voice (SATB) choral ensemble that is open to all William Jewell College students. The choir joins with the members of the Concert Choir for College functions and several performances a year. While no one will be turned away, a brief voice-placement hearing is required. Applicable to vocal lab/ensemble requirements for music majors.

### **MUS 381 Concert Choir (0-1 cr. hr.)**

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. Those auditioning should plan to remain in the group for the entire school year. Applicable to vocal lab/ensemble requirements for music majors.

### **MUS 382 Symphonic Band (0-1 cr. hr.)**

Open to all students by audition, this 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.

### **MUS 383 Jazz Band (0-1 cr. hr.)**

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. Membership is achieved by audition, subject to fixed stage band instrumentation. Applicable to instrumental lab/ensemble requirements for music majors.

### **MUS 384 Liberty Symphony Orchestra (0-1 cr. hr.)**

This orchestra is open to all students and community musicians as positions are available. The symphony rehearses for a total of 4 hours per week and presents four to six programs per year. Applicable to instrumental lab/ensemble requirements for music majors.

## **THEATRE**

### **THE 100 Introduction to Theatre (4 cr. hrs.)**

This survey course introduces students to an overview of theatre history from the ancient Greeks through contemporary performance exploring diverse theatre production from across the globe.

### **THE 101 Acting I (2 cr. hrs.)**

Students will explore the basic skills of acting through movement training, vocal technique, improvisation, character creation and collaboration.

### **THE 105 Stagecraft I (2 cr. hrs.)**

This course will introduce students to the fundamental practices of stagecraft work onstage and backstage. Topics covered will include the safe use of tools and stage equipment, basic scenery, props and costume skills, basic lighting hang and focus, sound practices and publicity and marketing methods.

### **THE 201 Acting II (2 cr. hrs.)**

Students will apply basic acting skills to working with a text including script analysis, scene study, monologue preparation and advanced acting methodologies. Prerequisite: THE 101.

### **THE 205 Stagecraft II (2 cr. hrs.)**

Advanced techniques will be explored in the areas of costuming, lighting and scenery construction with particular focus on theatre safety and environmental sustainability. Students will build or set up original design solutions in one of the aforementioned technical areas gaining skills in writing, speaking and exhibiting their project. Prerequisite: THE 105.

#### **Theatre Practica: THE 211-219**

Students will do the work necessary to produce the technical needs of a live theatre performance. These students will staff the area or operate the control board associated with the registered course during a production of the regular theatre season. An individual practicum may not be repeated for credit. Except under rare circumstances, students may sign up for no more than two practica courses per semester. Completion of THE 105 is preferred before advancing to any practicum, although students may enroll in THE 105 concurrently with THE 211, THE 212, THE 217 or THE 218.

### **THE 211 Audience Management Practicum (1 cr. hr.)**

Duties related to audience relations including publicity and house management responsibilities.

## Performing Arts *continued*

### **THE 212 Sound Practicum (1 cr. hr.)**

Setting and patching sound equipment and operation of the sound system for a production.

### **THE 213 Properties Practicum (1 cr. hr.)**

Collecting or creating the stage properties needed in a production. May include prop-running duties backstage.

### **THE 214 Costume Practicum (1 cr. hr.)**

Constructing, altering or finding clothing and accessories for a production. May include wardrobe duties backstage.

### **THE 215 Scenery Practicum (1 cr. hr.)**

Constructing or altering scenic elements for a production. May include set running duties backstage.

### **THE 216 Lighting Practicum (1 cr. hr.)**

Hanging and focusing lighting equipment and light board operation for a production.

### **THE 217 Dramaturgy Practicum (1 cr. hr.)**

Students will practice skills of dramaturgy by providing the creative team, cast and audience with relevant historical and literary contextual information appropriate for the production.

### **THE 218 Acting Practicum (1 cr. hr.)**

Students develop the skills necessary for performing as an actor including character research, movement and vocal training, self-evaluation and reflection.

### **THE 219 Stage Management Practicum (1 cr. hr.)**

Students will assist the director in rehearsals, assist the technical director with the coordination of technical elements and their integration into the production and manage the run of a production. Students should complete experiences with Costumes, Scenery and Lighting before advancing to THE 219. In some situations, this requirement may be waived with evidence of requisite experience and consent of the instructor.

### **THE 250 Introduction to Stage Design (4 cr. hrs.)**

Students will gain skills in the conceptualization and design of technical elements of theatre production in the areas of scenery, props, lighting, sound, costumes and makeup. Through study of theatrical literature, design theories and works by historic and current designers, students will learn how to plan, prepare and execute their own designs resulting in a portfolio of work ready for presentation and exhibition. Students will also learn to write and speak about their designs as they document their process and participate in peer critique.

### **THE 312 Advanced Scenery and Properties Design (4 cr. hrs.)**

Students will research and create prop lists, draw up ground plans and elevations and build a fully rendered scale model of their designs. Construction of basic scenic elements also will be assigned. Prerequisite: THE 250.

### **THE 313 Advanced Costume and Makeup Design (4 cr. hrs.)**

Students will research and create costume lists, costume and makeup plots and fully rendered costume design plates. Basic costume construction techniques will be covered, and a garment will be built by each student. Students will also apply makeup to themselves and another person and will document the process with photos. Prerequisite: THE 250.

### **THE 314 Advanced Lighting and Sound Design (4 cr. hrs.)**

Students will research and create lighting and sound plots, edit and mix sound elements, select color and pattern media and figure cues sheets. Hang and focus of a basic design will be assigned. Prerequisite: THE 250.

### **THE 315 Theatre Topics (4 cr. hrs.)**

Theatre Topics is offered periodically, the subject being the instructor's choice. Subjects not covered in the regular theatre courses and new developments are the typical focus of the class. Students may receive credit for THE 315 more than once when the topic has changed.

### **THE 326 Musical Theatre Styles (4 cr. hrs.)**

Students explore the various forms of musical theatre styles, genres and subgenres from the mid-19th century to the present through historical research, script analysis and performance practice.

### **THE 327 Traditional Theatre Styles (4 cr. hrs.)**

Students explore Western theatre styles from the classical age of the Greeks and Romans through the Elizabethan era and into Modern theatre forms from the 19th to early 20th century using script analysis, dramaturgy and acting practice.

### **THE 330 Multicultural Perspectives on Theatre (4 cr. hrs.)**

This course introduces students to playwrights and plays that explore issues of race, ethnicity, gender, sexual orientation and other multicultural perspectives in the U.S. through the medium of theatre. Using script analysis, critical viewing, presentations and performance projects, students will explore how theatre addresses and illuminates social and cultural issues.

## **Performing Arts** *continued*

### **THE 331 Avant-Garde and Experimental Performance** (4 cr. hrs.)

This course investigates experimental theatre movements, playwrights and performance artists who use theatre and performance as a medium for social critique. This course involves historical research and performance practice.

### **THE 350 Stage Design Studio** (2 cr. hrs.)

In this course, students pursue in-depth projects on a specific design discipline in scenery, lighting or costumes that applies the study of theatrical literature, design theories and works by historic and current designers. Prerequisite: THE 312 or 313 or 314 (the area chosen for advanced study) or permission of the instructor. Can be taken up to two times for credit toward graduation.

### **THE 397 Theatre Activity** (0.5 – 4 cr. hrs.)

Activities and requirements must be planned in advance with the supervising staff member. Credit is available each semester. One-half credit hour is awarded for every four hours of activity per week, one credit hour for eight hours of activity per week, etc. This course requires the consent of the instructor.

### **THE 430 Senior Theatre Capstone: Pre-Production** (2 cr. hrs.)

In this course, students apply script analysis and research to directing, acting and/or technical design of the senior theatre capstone to include development of all preproduction planning (including dramaturgical research, rehearsal scheduling, production management, all stage design concepts and plots, budgeting and marketing plan). Prerequisites: THE 100, 105, 205, 250 and instructor permission. Spring semester.

### **THE 450 Senior Theatre Capstone: Performance** (2 cr. hrs.)

Students will produce and present their theatre capstone project during their final year at the college by executing designs, implementing the marketing plan, auditioning and rehearsing the show and preparing for the final public performance. Prerequisite: THE 430.

### **THE 499 Independent Study** (1-4 cr. hrs.)

Special creative project or investigative study designed by a student and approved by individual faculty. Credit for graduation with Honors/Achievement may be given with THE 499. Enrollment allowed by permission of instructor.

# Philosophy

Chair: Professor Elizabeth Sperry  
Professors: Kenneth Alpern and Randall Morris

>> [www.jewell.edu/philosophy](http://www.jewell.edu/philosophy)

## Goals for Student Learning

Students earning a major (or a minor, to a lesser extent) in philosophy will be able to:

- demonstrate an understanding of important concepts and theories in ethics, metaphysics, epistemology, and logic, as well as the viewpoints of significant philosophers (e.g., Kant, Plato, Nussbaum), including the arguments given in support of those viewpoints and theories; [Comprehension/Interpretation]
- critically evaluate arguments and conclusions, identifying strengths and weaknesses in others' reasoning; [Evaluation/Analysis]
- construct their own well-reasoned philosophical arguments, stating and defending a clear and substantial thesis; [Argument Construction] and
- construct well-organized, well-reasoned research papers on narrowly-focused questions, engaging with scholarly dialogue while maintaining standards of intellectual fairness (e.g., acknowledging others' ideas, avoiding invalid reasoning, accurately assessing the strength of relevant arguments). [Scholarly Writing]

## The Major PHILOSOPHY

Only four of the required hours may be completed at another institution, except with special permission in advance from the department chair. PHI 201, if taken as a first-year student or sophomore, may count toward the major. Courses in philosophy that are more than 10 years old will not normally count toward the major or minor. Anyone completing a major in philosophy must complete all requirements for the Bachelor of Arts (BA) degree.

## Required Courses

PHI 202 Ethics (4)  
PHI 215 History of Western Philosophy I (4)  
PHI 216 History of Western Philosophy II (4)  
PHI 490 Philosophy Research Capstone (4)  
Three additional four-hour courses at the 300-level or above.

## The Minor PHILOSOPHY

### Required Courses

PHI 202 Ethics (4)  
PHI 215 History of Western Philosophy I (4)  
PHI 216 History of Western Philosophy II (4)  
Any fourth course at the 300 level or above or PHI 201 if taken by the end of the student's second year.\*

The philosophy minor is not available to a student majoring in Oxbridge History of Ideas.

*\*A course that is used to meet a requirement of the student's major or of another minor cannot also be chosen for this minor.*

## Course Descriptions

### PHI 201 Introduction to Philosophy (4 cr. hrs.)

A study of the philosophical 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 is designed to enable the students to develop skills in stating and defending their own positions on these questions.

### PHI 202 Ethics (4 cr. hrs.)

An examination of the principal theories of moral philosophy, including utilitarianism, deontology and virtue ethics. Students read primary texts by Aristotle, Kant, John Stuart Mill, Hume and Rawls. Additional topics may include ethical relativism, absolutism, egoism, the nature of moral knowledge and the concept of the good.

### PHI 215 History of Western Philosophy I (4 cr. hrs.)

An introduction to the history of Western philosophy, with a primary focus on metaphysics and epistemology. This course will acquaint students with Plato, Aristotle, Aquinas, Descartes, Kant and other thinkers who have been central to the development of philosophy and to the development of Western culture. Students will also learn the place of philosophers in their proper intellectual and historical context, and will come to understand the development of philosophical themes over time. Fall semester.

### PHI 216 History of Western Philosophy II (4 cr. hrs.)

An introduction to the history of post-Kantian Western philosophy, with an emphasis on metaphysics and epistemology. This course will acquaint students with 19th and 20th century continental philosophers, including



## Philosophy *continued*

Hegel, Kierkegaard, Nietzsche and Sartre; pragmatist philosophers, including Pierce and James; early 20th century analytic philosophers, including Frege, Russell and Wittgenstein; and more recent analytic epistemology, including work by Quine. Most students will benefit from taking History of Western Philosophy I before History of Western Philosophy II. Spring semester.

### **PHI 331 Symbolic Logic** (4 cr. hrs.)

Symbolic logic is a rigorous introduction to formal logic. Topics covered include symbolization, syntax, semantics, derivations and meta-theory for both sentential and predicate logic, as well as applications in mathematics and philosophy. Course methodology includes lecture, discussion and a computer lab.

### **PHI 339 Trust, Betrayal and Forgiveness** (4 cr. hrs.)

The course will inquire into the nature and value of trust, betrayal and forgiveness or, more generally, in the field of personal relationships, relation, perturbation and reconciliation. It will approach these topics through philosophical analysis and literary methods. Students will read and develop philosophical analyses of the key concepts and write scenarios (biographical, autobiographical, historical and/or imaginative) that implicate the three main themes. The scenarios will be critiqued for their adequacy in light of the demands of philosophical coherence, and the philosophical analyses will be critiqued in light of their capacity to deal with the nuances of the scenarios. This approach will be extended through reading and analyzing selected works of literature. Students will also consider the nature of relations of the methods, philosophical and literary, that are used for understanding and appreciating human relations. Cross-listed with CTI 215. It is recommended that students enrolling in this course be eligible to take Level-II CTI courses.

### **PHI 351-364 Seminars**

Intensive reading and discussion of problems, thinkers and movements in philosophy. As seminars are intended to advance a student's knowledge and competence beyond the introductory level, it is recommended that students complete PHI 202 or PHI 215 before enrolling in a seminar.

### **PHI 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.

### **PHI 352 Existentialism** (4 cr. hrs.)

Does life have meaning? What is the significance of death? What is human nature? This seminar examines existentialist philosophers' answers to these fundamental questions. Students read both philosophical and literary work by philosophers such as Sartre, Camus and Beauvoir. Additional topics include human freedom and responsibility, God and meaninglessness, rationality and the absurd, and alienation and authenticity.

### **PHI 353 Environmental Ethics** (4 cr. hrs.)

This course will consider controversies in environmental philosophy and social policy, all of which are fundamentally related to the question of justice—justice between species, people and generations. Topics students will investigate include: the moral standing of animals, plants and ecosystems; property rights and environmental regulation; neoclassical and sustainable approaches to environmental economics; population growth and environmental degradation; ethical and economic considerations of future generations; and the environment and international security.

### **PHI 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.

### **PHI 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



## Philosophy *continued*

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.

### **PHI 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 both the possibility that knowledge is a discovery of objective truth and the possibility that knowledge is a human construction.

### **PHI 357 Contemporary Philosophy of Science** (4 cr. hrs.)

Twentieth-century philosophers of science have concerned themselves primarily with asking how scientific theories change over time, whether or not explanation is a goal of science, how scientific knowledge is confirmed and whether science reveals the underlying nature of reality. This course will help science students put their studies into thoughtful perspective and will provide all participants with a deeper understanding of the nature of human knowledge.

### **PHI 358 Philosophy of 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 liberal feminism, radical feminism, feminist analyses by women of color, psychoanalytic feminism and post-modern feminism. Cross-listed with CTI 288. It is recommended that students enrolling in this course be eligible to take Level-II CTI courses. Cross-listed as WST 358 for students seeking a minor in Women's Studies. WST 358 will not meet a requirement of the major or minor in philosophy.

### **PHI 359 Postmodernism** (4 cr. hrs.)

An examination of post-modern theory in juxtaposition with philosophical and cultural modernity. Post-modern 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 and Rorty. Of special interest to those studying not only philosophy, but also literature and religion.

### **PHI 360 American Philosophy** (4 cr. hrs.)

Do American contributions to philosophy evince a distinctive tone? Pragmatism, the sole 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 such philosophers as Peirce, James, Dewey, Quine, Sellars, Davidson and Putnam.

### **PHI 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 such as Plato, Aristotle and Plotinus, as well as modern philosophers like Hegel and Whitehead.

### **PHI 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 non-maleficence. Cross-listed with CTI 281. Prerequisite: PHI 202 or instructor's permission. It is recommended that students enrolling in this course be eligible to take Level-II CTI courses.

### **PHI 363 Modern Political Philosophy** (4 cr. hrs.)

Explores theories of the good and just society. Students will examine the origins of modernism from Machiavelli to Marx, the subsequent development of liberalism and various contemporary challenges posed by alternative visions such as Communitarianism.

### **PHI 364 Philosophy of Race** (4 cr. hrs.)

This course is an introduction to philosophy of race, taught in a seminar format. Questions we will consider include: What is racism and what are its effects? How should people and societies respond to racism? Are races biologically real, socially real, or neither of these? Students will gain familiarity with philosophy of race scholarship while developing their own scholarly abilities and skills of critical analysis. Cross-listed with CTI 292. It is recommended that students enrolling in this course be eligible to take Level-II CTI courses.

## **Philosophy** *continued*

### **PHI 399 Special Topics in Philosophy (4 cr. hrs.)**

Students will read, discuss and critique philosophical scholarship on a focused topic of current interest.

### **PHI 451 Readings in Philosophy (1-4 cr. hrs.)**

Students will read, discuss and critique philosophical scholarship on a focused topic, and will write a major paper examining issues in the relevant field.

### **PHI 490 Philosophy Research Capstone (4 cr. hrs.)**

This course guides students in acquiring the skills necessary to produce a substantial, high-quality, independent work of undergraduate research in philosophy. Students will extend their capacity to analyze a narrowly defined problem in contemporary philosophical scholarship, will strengthen their ability to pursue independent research using recently published journal articles and monographs, and will combine these competencies in the construction of a research paper on a topic of their own choosing, with the goal of submitting the finished manuscript to an undergraduate conference or journal.

# Physics

## The E.S. Pillsbury Department of Physics

Chair: Professor Maggie Sherer

Professor: Blane Baker

Visiting Assistant Professor: Ross Cawthorn

>> [www.jewell.edu/physics](http://www.jewell.edu/physics)

### Physics Major Learning Outcomes

- Content – Students will demonstrate physics understanding by solving conceptual and analytical problems involving advanced mathematics in mechanics, waves, thermodynamics, electromagnetism, optics, relativity, quantum mechanics and atomic, molecular and nuclear physics.
- Lab Techniques – students will demonstrate the ability to collect, analyze and interpret experimental data.
- Computational Techniques – students will demonstrate the ability to model physical systems computationally (computerized investigation and solution).
- Communication – Students will demonstrate the ability to communicate physics or engineering principles, data collection, results and conclusions both orally and in written form.
- Application & Synthesis – Students will apply physics knowledge, problem solving and experimental techniques in new situations and contexts and to open problems in physics research and/ or societal issues in engineering.

The department offers a major and a minor. The major leads to a Bachelor of Arts (BA) degree. Any student majoring in physics must complete all requirements for the BA degree.

## The Major

### PHYSICS

#### Required Courses

MAT 200	Calculus II (4)
MAT 201	Calculus III (4)
PHY 213	General Physics I (4)
PHY 213L	General Physics I Lab (1)
PHY 214	General Physics II (4)
PHY 214L	General Physics II Lab (1)
PHY 215	Introduction to Computational Modeling (2)

PHY 316	Modern Physics (4)
PHY 321	Intermediate Lab (1)
PHY 351	Research Experience (1)
PHY 352	Research Experience (1)
PHY 490	Physics of Sustainability (4)

At least one of the following two courses:

PHY 322	Optics (3) with its lab (1)
PHY 306	Electronics (3) with its lab (1)

At least one of the following three courses:

PHY 415	Electricity and Magnetism (4)
PHY 443	Classical Mechanics (4)
PHY 444	Quantum Mechanics (4)

At least three additional hours in PHY courses that are numbered 300 or above.

A course in BIO, BMS or CHE that includes a lab component (5)

All students intending to complete a major in physics should have a member of the physics faculty as their academic advisor by the end of their first year and should ascertain additional expectations from the department.

Students who wish to receive certification to teach physics in grades 9-12 in the State of Missouri may complete a major in secondary education and a major or minor in physics. Students seeking teaching certification can substitute CTI 258 for the “four additional hours in Physics courses numbered 300 or above” in the physics major. Additional course requirements and details of the procedure to be followed in obtaining teacher certification are included in the Student Handbook for Teacher Certification. Alternatively, students may complete a BA degree with a major in physics followed by a Master of Arts in Teaching degree. Specific course requirements for all certification programs may be obtained from the Education Department.

### Dual-Degree Engineering Curriculum

Physics majors in the 3-2 plan of engineering with Washington University in St. Louis, Columbia University in New York, or Missouri University of Science and Technology should complete the requisite courses at William Jewell College. Further information about entering an engineering program at another institution is available in the Engineering section of this catalog and at [www.jewell.edu/dual-degree-engineering](http://www.jewell.edu/dual-degree-engineering).

## Physics *continued*

### The Minor

#### PHYSICS

Students pursuing majors in other disciplines but with an interest in physics may choose to minor in physics. A minor requires 18 hours of physics courses. At least 9 hours of the minor must be completed in residence at William Jewell College. For specific recommendations consistent with your personal goals, please consult with one of the physics faculty.

#### Required Courses

PHY 111 or 213	College Physics I or General Physics I (4)
PHY 111L or 213L	College Physics I Lab or General Physics I Lab (1)
PHY 112 or 214	College Physics II or General Physics II (4)
PHY 112L or 214L	College Physics II Lab or General Physics II Lab (1)

8 additional hours\* from courses in Physics numbered 300 or above, including at least one upper-level laboratory but no more than two such labs.

*\*Courses that are used to meet requirements of the student's major or of another minor cannot also be chosen to apply to this minor.*

### Course Descriptions

Except where noted, students are required to enroll simultaneously in both lecture and laboratory components of a particular course.

#### PHY 111 College Physics I (4 cr. hrs.)

The general principles of mechanics, waves, sound and heat, with discussions of some practical applications. Intended primarily for students majoring in biology and for pre-health students. (This course will not apply toward the requirements of the physics major.) Fall semester.

#### PHY 111L College Physics I Laboratory (1 cr. hr.)

#### PHY 112 College Physics II (4 cr. hrs.)

The general principles of electricity, magnetism, light, optical instruments, atomic structure and nuclear physics with a discussion of some practical applications. Intended primarily for students majoring in biology and for pre-health students. (This course will not apply toward the requirements of the physics major.) Spring semester.

#### PHY 112L College Physics II Laboratory (1 cr. hr.)

#### PHY 213 General Physics I (4 cr. hrs.)

Competence in calculus is required in this course. Course includes mechanics, sound and heat. Fall semester. Prerequisite or corequisite: MAT 109.

#### PHY 213L General Physics I Laboratory (1 cr. hr.)

#### PHY 214 General Physics II (4 cr. hrs.)

Competence in calculus is required in this course. Includes electricity, magnetism, light and optics. Spring semester.

#### PHY 214L General Physics II Laboratory (1 cr. hr.)

#### PHY 215 Introduction to Computational Modeling (2 cr. hrs.)

An introduction to computer programming using MATLAB, including arrays, loops, conditional statements, statistics, and graphing. Students will create and test computational models from physics and other fields, including modeling systems governed by differential equations. Course is targeted towards STEM majors and assumes mathematical proficiency in college algebra.

#### PHY 306 Applied Electronics (3 cr. hrs.)

An introductory course emphasizing the applications of solid-state devices such as diodes, thyristors, transistors, sensors and linear and digital integrated circuits. Prerequisite: consent of instructor.

#### PHY 306L Applied Electronics Laboratory (1 cr. hr.)

#### PHY 316 Modern Physics (4 cr. hrs.)

A course in modern physics that includes introduction to special relativity, x-rays and spectra, radioactivity, nuclear reactions, atomic structure and other topics of importance to modern physics and chemistry. An introduction to quantum mechanics includes applying Schrödinger's theory of quantum physics to the hydrogen atom, multi-electron atoms, angular momentum quantization, optical excitations, molecular structure and atomic and molecular spectroscopy. Prerequisite: PHY 214.

#### PHY 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. Prerequisite: PHY 213

## Physics *continued*

### **PHY 321 Intermediate Physics Laboratory (1 cr. hr.)**

A laboratory course that focuses on the techniques of physics including spectroscopy, imaging, computation and electronic measurements, as well as analysis and presentation of data and results. Prerequisite: PHY 214.

### **PHY 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, MAT 200.

### **PHY 322L Optics Laboratory (1 cr. hr.)**

This laboratory may follow or accompany PHY 322. Three hours of laboratory work per week.

### **PHY 332 Analytical Mechanics (Statics) (3 cr. hrs.)**

A first course in engineering mechanics covers equilibrium of particles and rigid bodies with an emphasis on free body diagrams and vector notation. Application of equilibrium to trusses, frames, simple machines and internal forces on beams is included. Static and kinetic friction, centroid and area moment of inertia are also explored. Cross-listed with EGR 230. Prerequisite: PHY 213; corequisite: MAT 109.

### **PHY 333 Mechanics of Solids (4 cr. hrs.)**

An introduction to stress-strain analysis of basic engineering materials subjected to axial, transverse shear, torsional, bending and pressure loads. Combined stresses are emphasized and used to predict failure. Shear and moment diagrams, pressure vessels, beam deflections and buckling of columns are also examined. Cross-listed with EGR 233. Prerequisite: PHY 332; corequisite: MAT 200.

### **PHY 351– 358 Research Experience (1 cr. hr. each)**

A detailed study of some specific problem or experiment in physics. Available each semester.

### **PHY 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, MAT 201.

### **PHY 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. Prerequisites: PHY 214, MAT 200.

### **PHY 444 Quantum Mechanics (4 cr. hrs.)**

This course is designed to follow PHY 443. The concept of a wave function is introduced via solution of the Schrödinger equation. The Schrödinger 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 variation principle, the WKB approximation, the adiabatic approximation and scattering. Prerequisites PHY 316, MAT 201.

### **PHY 450 Special Topics (1-3 cr. hrs.)**

A senior-level course intended to provide students with opportunities to study topics of interest and/ or topics required for future work. Some examples might include astrophysics, materials science, optoelectronics, condensed matter, general relativity or fluid mechanics.

### **PHY 490 Physics of Sustainability (4 cr. hrs.)**

This is a capstone experience in physics that applies the content and skills of previous physics courses to issues of sustainability with a particular focus on energy. Topics include world issues, nuclear energy, solar energy, fuel cells and the hydrogen economy, biomass and wind power. Topics are addressed beginning with the fundamental underlying physics, such as nuclear reactions, energy flow and storage, and materials physics, and then progress to current real-world applications. Socioeconomic considerations are addressed as appropriate. The course is an integrated lecture-laboratory experience.

# Political Science

Chair: Professor Alan Holiman

Professors: Gary Armstrong and Rein Staal

Associate Professor: Fletcher Cox

Adjunct Professors: Zel Fischer and Kate Noland

>> [www.jewell.edu/political-science](http://www.jewell.edu/political-science)

>> [www.jewell.edu/international-relations](http://www.jewell.edu/international-relations)

The department offers two majors leading to a Bachelor of Arts (BA) degree: political science and international relations. A student who selects political science as a second major in combination with a BS primary major may follow the core requirements for the BS degree. A grade of C- or higher is required in all courses fulfilling requirements in both majors. The international relations major involves a study-abroad component, during which at least one course must fulfill a requirement for the major.

## The Majors

### POLITICAL SCIENCE

#### Goals for Student Learning

The mission of the Political Science Department is to offer its students concentrated study that prepares them to understand the political world as it really is and the great debates about how it should be.

CONTENT & SUBJECTS - Political Science majors will learn to think critically about important political phenomena:

- a. the nature of democracy and democratic political systems and of authoritarian and totalitarian political systems;
- b. different political cultures and political institutions;
- c. the dynamics of war and peace;
- d. philosophical perspectives on politics (including Christian intellectual perspectives on politics in conversation with other traditions) found in the world today and in history.
- e. Students will learn to propose and evaluate proposals to reform politics and political institutions and to strengthen justice.

COMPETENCY & SKILL - Political Science majors will demonstrate good capacity and performance in:

- a. Critical thinking
- b. Written & Oral Communication

#### Required Courses

32 credit hours in political science courses, including the following core courses:

POL 100	Introduction to Politics (4)
POL 200*	Introduction to Political Theory (4)
POL 250	Introduction to World Politics (4)
POL 400	Senior Seminar (4)

\* Students whose primary major is Oxbridge: Institutions and Policy and whose second major is political science may substitute OXI 280 for POL 200.

*Courses outside the core of the major and chosen to complete the 32 hours in political science cannot also be used to meet the requirement of any minor.*

#### INTERNATIONAL RELATIONS

International Relations (IR) is an interdisciplinary major designed to acquaint students with basic elements of economic, political and social relationships among nations and world politics. This major is strongly supported by the excellent overseas programs of William Jewell College.

All IR majors must spend at least one term in an overseas study program that has the approval of the Director of the IR major. Students will normally meet this requirement through a Jewell-sponsored study-abroad program, but they may employ credit from independent overseas programs with the proper approvals. Students may apply to the Director of the IR major for an alternative to this requirement. Students must also complete POL 431, which will normally involve a small research project whose topic will flow from their choice of the overseas program, with some of the research to be completed overseas.

#### Goals for Student Learning

CONTENT & SUBJECTS - IR majors will be able to describe, critique and evaluate real-world cases, foundational theoretical arguments, and proposals for reforming our world about:

- a. war and peace
- b. economic development and political economy
- c. democracy and human rights
- d. religions and cultures
- e. America's role in the world

COMPETENCY & SKILL - IR majors will demonstrate maturing capacities in these skill competencies:

- a. critical thinking
- b. inquiry and analysis
- c. written and oral communication
- d. proficiency in a foreign language

## Political Science *continued*

### Requirements

ECO 404 International Economics (4)  
or POL 230 Introduction to

International Political Economy (4)

POL 250 Introduction to World Politics (4)

POL 431 Directed Research (1)

POL 450 Senior Seminar in International Relations (4)

Also required are:

- Completion of an intermediate-level course in a foreign language or a more advanced foreign language course or demonstrated proficiency.
- Overseas study for one term or approved alternative. At least one course in the IR program study-abroad component must fulfill a requirement of the IR major.

### Designated Electives

8 credit hours of courses with a major global emphasis are required from each of three tracks. See the lists below for courses that can be included in a History Track, a Humanities Track and a Politics Track. Similar courses can be used if judged appropriate by the director of the major and approved by the College Registrar. Courses taken overseas may count toward these requirements if approved in advance by the director of the major. Up to 4 hours of 300-level foreign language may be used in one of the three tracks.

#### Humanities Track (8 credit hours required)\*\*

COM 358 Intercultural Communication (4)

CTI 201 Divas, Death & Dementia (4)

CTI 205 French Perspectives (4)

CTI 208 Women Writers of World Literature (4)

CTI 216 Wagner: Lord of the Ring (4)

CTI 218 Stalinism as Civilization (4)

CTI 219 Intercultural Communication (4)

CTI 222 *Les Mis*: Victor Hugo's World (4)

CTI 225 Colonialism and Theologies of Liberation (4)

CTI 229 Christianity and Tyranny (4)

CTI 233 Songs, Symbols and

Services of Christian Worship (4)

CTI 238 Religion in the Modern Age (4)

CTI 239 Judaism, Christianity & Islam (4)

CTI 247 Religion, Conflict, Peacebuilding (4)

CTI 288 Philosophy of Power, Sex and Gender (4)

ENG 225 \* Literary Types (4)

ENG 235 Introduction to the Study of Language (4)

ENG 245 \* Literary Periods (4)

ENG 255 \* Literary Topics (4)

ENG 340 Studies in English Literature I (4)

ENG 345 Studies in English Literature II (4)

ENG 360 Great Works of World Literature (4)

ENG 365 Studies in Contemporary World Literature (4)

MUS 344 Hymnody (4)

PHI 202 Ethics (4)

PHI 215 History of Western Philosophy I (4)

or PHI 216 History of Western Philosophy II (4)

PHI 353 Environmental Ethics (4)

PHI 358 Philosophy of Sex and Gender (4)

POL 21X Politics & Literature (4)

POL 330 Religion, Conflict, Peacebuilding (4)

WST 358 Philosophy of Sex and Gender (4)

\* *when the course has a major global emphasis*

#### History Track (8 credit hours required)\*\*

CTI 218 Stalinism as Civilization (4)

CTI 280 The Second World War (4)

CTI 285 Comparative Revolutions (4)

HIS 103 World History I (4)

HIS 104 World History II (4)

HIS 202 Special Topics in World History (4)

HIS 224 Modern China (4)

HIS 230 History of England (4)

HIS 232 Early Modern Europe (4)

HIS 234 The Formation of Modern Europe (4)

HIS 235 Hitler's Europe (4)

HIS 252 Comparative Revolutions (4)

HIS 254 Colonialism & Theories of Liberation (4)

HIS 280 The Second World War (4)

HIS 285 Slavery and Abolition (4)

#### Politics Track (8 credit hours required)\*\*

POL 100 Introduction to Politics (4)

POL 215-220 Intermediate Seminar (2-4)

*when the course has a major global emphasis*

POL 225 Comparative Policy and Dynamics (4)

POL 325 Cases in Comparative Politics (4)

POL 330 Religion, Conflict, Peacebuilding (4)

POL 334 U.S. National Security Policy (4)

\*\* *A student majoring in International Relations who is also pursuing a minor should be aware that a course chosen to meet a requirement in any of the three tracks shown above cannot also be used to meet a requirement of a minor.*



## Course Descriptions

### **POL 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.

### **POL 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. Cross-listed as CTI 290. It is recommended that students enrolling in this course be eligible to take Level-II CTI courses.

### **POL 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.

### **POL 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. The 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.

### **POL 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.

### **POL 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.

### **POL 215 – 220 Intermediate Seminar (2-4 cr. hrs.)**

Topics of this seminar will vary; past topics include “Special Interest Groups,” “Politics and Literature,” “European Union,” “States and Markets in World Politics.” Topics are announced in the course schedule. When the title of POL 217 is “Nonprofit Advocacy and Public Policy (2 cr. hrs.),” the course will be cross-listed with LSP 360.

### **POL 221 Constitutional Law: National and State Powers (4 cr. hrs.)**

The course focuses on 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.

### **POL 222 Constitutional Law: Civil Rights and Liberties (4 cr. hrs.)**

The 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. Recommended background: POL 150.

### **POL 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 U.S., Germany and Japan,” “Executive Control of Foreign Policy in the U.S., France and China,” or “Regulating Death in the U.S.A., the Netherlands and Japan.” Topics are announced in the course schedule.

### **POL 230 Introduction to International Political Economy (4 cr. hrs.)**

This course provides an introduction to theories and issues in International Political Economy (IPE), a field that explores how interrelated political and economic

## Political Science *continued*

forces shape the world. The course surveys a spectrum of interrelated global problems, including international trade, international finance, financial crises, transnational corporations and foreign direct investment, globalization and national security, global inequality, sustainable development in the Global South, immigration and refugees, illicit economies, and gender in the global division of labor, among others. Cross-listed as ECO 330.

### **POL 240 Today's American Political Debate (4 cr. hrs.)**

This course examines major current controversies in the national political conversation of the United States. It focuses on questions of economic policy as well as controversies over social questions. Readings reflect a diversity of political perspectives. Attention will also focus on how specific political debates are shaped by the contending world views of the participants. Among the matters covered are economic and social stratification and inequality, the condition of social capital, and the dividing line between public and private. Cross-listed with CTI 289. It is recommended that students enrolling in this course be eligible to take Level-II CTI courses.

### **POL 241 Christianity and Politics (4 cr. hrs.)**

This course examines major current controversies over the political implications of Christian teachings and over the role of religion, particularly Christianity, in the public life of the United States. It focuses on economic and social questions as well as on the argument over the separation of church and state. Readings reflect a diversity of religious as well as political perspectives. Attention will also focus on how specific political perspectives are influenced by religious world views and assumptions. Among the matters covered are the ethical bases of capitalism and socialism, the historic role of religion in American public life, and conflicting current attempts to establish a Christian perspective on political questions. Cross-listed as CTI 228. It is recommended that students enrolling in this course be eligible to take Level-II CTI courses.

### **POL 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.

### **POL 308 Political Communication (4 cr. hrs.)**

This course is designed to survey the major institutions of political communication in the United States. Areas of study include campaign advertising and the development

of sound-bite politics, government-press relations, the impact of the media on agenda-setting and the policy process, the corporate structure of the mass media and its political consequences, the role of symbols in political discourse and the manipulation of cultural icons. Cross-listed as COM 308. Recommended background: POL 150.

### **POL 313 Classical and Medieval Political Thought (4 cr. hrs.)**

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. Generally covers Plato, Aristotle, the Romans, Augustine and Aquinas. Recommended background: POL 200.

### **POL 314 Modern Political Thought (4 cr. hrs.)**

Explores the characteristics of modern political thought, compares and contrasts its different representatives, and considers critically the importance these representatives have had in shaping modern political life. Generally covers Machiavelli, Calvin, Hobbes, Locke, Burke, Marx and Nietzsche. Recommended background: POL 200.

### **POL 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, Politics of Israel, democratization. Topics are announced in the course schedule.

### **POL 330 Religion, Conflict, Peacebuilding (4 cr. hrs.)**

An intermediate, interactive seminar focused on the religious dimensions of conflict and peacebuilding in the 21st century. The course explores the role religious identity can play in both the escalation and mitigation of conflict. Students study the roles ideology, belief, values and faith-based relationships play in developing and legitimizing, or in transforming and resolving deeply rooted conflicts. Examples and case studies draw from a wide variety of religious traditions and diverse cultures, including Hinduism, Buddhism and Confucianism, Judaism, Christianity, Islam and African Traditional Religions. Cross-listed as CTI 247. It is recommended that students enrolling in this course be eligible to take Level-II CTI courses.

## Political Science *continued*

### **POL 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.

### **POL 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.

### **POL 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. With the consent of the instructor, this work may endure through two semesters. Consent of instructor required for enrollment.

### **POL 450 Senior Seminar in International Relations (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 "War Ethics." Political Science majors may enroll with the instructor's consent.

### **POL 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 nonprofit 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. The grading will be pass/fail for all students. Consent of instructor required.

## **Special Programs**

- The Fund for American Studies Programs: Students take courses at George Mason University and participate in a full-time internship in Washington, D.C. during the summer. See Dr. Gary Armstrong for particulars.
- Missouri Legislative Internship Program: Students intern at Missouri's General Assembly in Jefferson City during the spring semester. See the department chair for details.
- Washington Semester Program: Students take coursework and an internship through the program, which is offered in cooperation with the American University in Washington, D.C. See the department chair for specifics.
- The United Nations Semester of Drew University is available to students during the fall semester. See the department chair for more information.

# Pre-Professional Programs of Study

William Jewell College offers a number of pre-professional courses of study leading to programs at various graduate and professional schools. Admission to these programs at other institutions requires separate application procedures in addition to completion of the types of curricula suggested below. Students interested in these programs of study should contact the chair of the appropriate William Jewell department or program.

## PRE-COUNSELING

Keli Braitman, Professor of Psychological Science

An agreement with Central Baptist Theological Seminary (CBTS) permits qualified William Jewell students to receive early consideration for admission into the Master of Arts in Counseling Program.

William Jewell students may apply to the Master of Arts in Counseling Program at CBTS at the beginning of the last semester of their bachelor's degree program. Students with any academic major are allowed to apply for admission. CBTS reserves at least two enrollments per year for students from William Jewell who meet the criteria outlined below.

To be considered eligible for early admission under this agreement, students must have

- earned a cumulative grade point average (GPA) of 2.8, with a GPA of 3.0 in the major;
- submitted a letter of intent during the last semester of the bachelor's program to the administrator of Counseling Degree Programs that requests consideration for admission;
- completed the Early Admission Application form;
- completed CBTS Counselor's Disposition inventory;
- undergone a personal interview at CBTS; and
- provided two references from undergraduate professors.

Applicants who meet the requirements listed above will be reviewed by the Administrator of Counseling Degree Programs and the Academic Council at CBTS. Other students will be reviewed for admission using CBTS's standard admission criteria.

## PRE-DENTISTRY

See Premedical Study later in this section.

## PRE-LAW

Gary Armstrong, Professor of Political Science

The Pre-Law Advising Program at William Jewell aims to assist students who seek admission to law school and a career in the law. Students interested in the legal profession must obtain admission to law schools after successfully taking the Law School Admissions Test (LSAT). Any student from any major may seek admission to law school. Most law schools strongly recommend taking a rigorous undergraduate program that builds skills in reading complex material and high quality writing. The Pre-Law Program:

- hosts practice sessions for the LSAT;
- hosts sessions with Jewell legal alumni and others on preparing applications for law school, how to choose law schools and how to succeed in law schools;
- provides advice and counsel about law school applications; and
- provides advice about courses and experiences at William Jewell that help prepare students for law school.

For more information see the director of the Pre-Law Advising Program.

## PREMEDICAL STUDY

Jason Morrill, Professor of Chemistry

Students interested in the study of allopathic medicine (M.D.), dentistry (D.D.S., D.M.D.), optometry (O.D.), osteopathic medicine (D.O.) or veterinary medicine (D.V.M.) should consult with the director of the Premedical Advisory Program. The purpose of the program is not only to help students prepare for graduate study in the health professions, but also to support the College's mission of providing a sound liberal arts education. The Premedical Advisory Committee encourages students to take advantage of the opportunities available to them, not only on-campus but also off-campus. The challenge to the student is to become a thoughtful and self-disciplined person, who is responsive and sensitive to the needs of society.

The Premedical Advisory Program provides advising for students interested in preparing for doctoral work in the health professions. This guidance typically begins in the first semester of study at William Jewell through a course entitled "Preparing for the Medical Professions" (BMS 111). This course is designed to help students better understand their intended career, as well as how to prepare

## Pre-Professional Programs of Study *continued*

a compelling application for professional schools. All first-year students interested in becoming medical professionals are encouraged to enroll in this class. Regardless of having taken BMS 111 or not, all students interested in the health professions are supplied additional information about their chosen career path, as well as alternatives. As a part of advising students, the Premedical Advising Program also provides advice concerning letters of recommendation, conducts mock interviews and assists with identifying experiential learning opportunities.

Students who expect to be admitted to a professional school must maintain a strong scholastic record. The typical course requirements are as follows: chemistry, 20 to 25 semester hours including labs; biology, 10 to 20 semester hours including labs; physics, 10 semester hours including labs; English, 4 to 10 semester hours; math, 4 to 8 semester hours. In their first semester students should consult catalogs for the schools that they expect to attend for more specific lists of prerequisites.

### The Minor PREMEDICINE

Students who are interested in pursuing graduate-level studies in medicine or related fields take core science classes to help them prepare for the admission process of professional programs. The courses in biology and chemistry that most frequently are recommended make up the premedicine minor.

#### Required Courses

CHE 122	General Chemistry II (4)
CHE 301	Organic Chemistry I (4)
CHE 302	Organic Chemistry II (4)
BIO 233	Cell and Molecular Biology (4)
BIO 234	Genetics (4)
BMS 250	Human Physiology (4)

Additional coursework, and not just the classes required for the minor, will be necessary for students to be prepared to begin the competitive application process. (For example, a two-semester sequence in physics is required by most professional schools, and courses like biochemistry, microbiology, human anatomy and psychology are likely to be recommended – if not required – by some programs.) It is also important to note that, while only lecture components of courses are required for this minor, students at William Jewell are normally required to enroll in both lecture and laboratory components. Furthermore, professional schools will expect lab components to be present in these courses.

Students with majors in biochemistry or Oxbridge molecular biology are not eligible for the premedicine minor because the requirements overlap too extensively.

### Coordinated Programs in Medicine Partners Program through KCU (Osteopathic)

William Jewell College, in cooperation with the Kansas City University of Medicine and Biosciences (KCU), offers a seven-year coordinated program in medicine (three years at William Jewell and four years at KCU) 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 BA with a major in chemistry, biochemistry or biology in order to be able, in three years, to meet the prerequisites for medical study while taking all courses needed to meet specific requirements for a degree from Jewell.

The Premedical Advisory Committee, in cooperation with KCU, will select up to two students per year for this program. Interested students are required to participate in an application process during the beginning of the sophomore year. A competitive candidate must have a minimum composite ACT score of 28. The committee will also consider a student's first-year academic performance, community service, college and high school activities and knowledge of and dedication to the field of osteopathic medicine. The Medical College Admissions Test (MCAT) will not be required for admission through the Partners Program. In order to remain in the program, students must maintain an overall GPA of 3.25 and a science coursework GPA of 3.5. Failure to maintain such an average will result in the dismissal of the student from the program. Students selected for the Partners Program must complete a minimum of 90 semester hours of coursework at William Jewell College before matriculation at KCU.

Students can pursue professional study at KCU after completing a biology major or a biochemistry major or a chemistry major at Jewell. All requirements of the major and the Core Curriculum must be completed while at William Jewell College, with the first year at KCU counting as elective credit toward completion of the BA degree. Thus, receipt of the bachelor's degree is postponed until the student has completed at least one year at KCU. (Any exceptions to this plan must be approved by the Registrar.)

## Pre-Professional Programs of Study *continued*

### Still Scholars Early Acceptance Program through ATSU/KCOM (Osteopathic)

The Still Scholars Program is designed to provide admission opportunities to outstanding students of William Jewell College who aspire to become Doctors of Osteopathic Medicine. The program is conducted under the joint collaboration of William Jewell and A.T. Still University, Kirksville College of Osteopathic Medicine (ATSU/KCOM).

Under this program, William Jewell students apply to ATSU/KCOM toward the end of the sophomore year. A maximum of two students from Jewell will be awarded reserved admissions to ATSU/KCOM at the beginning of their junior year. Students complete their junior and senior years and earn a bachelor's degree prior to matriculating at ATSU/KCOM. The advantage for those students accepted into the program is to have a reserved seat (without being required to take the MCAT) in ATSU/KCOM's entering class upon graduation from Jewell. Still Scholars will be awarded an academic scholarship from A.T. Still University, Kirksville College of Osteopathic Medicine.

William Jewell students may enroll in any major. Applications are available from the Premedical Advisory Program at Jewell and must be submitted to the Premedical Advisory Committee by April 1 of the sophomore year. Eligibility criteria for the program include a minimum of a B in all prerequisite courses for ATSU/KCOM and a minimum GPA of 3.4 overall and 3.4 in the sciences. A minimum of 75% of ATSU/KCOM's prerequisites must be completed before beginning the Still Scholars Program.

Selection will be based upon fulfillment of all academic and course requirements, commitment to osteopathic medicine, community service/leadership positions held and a successful interview at ATSU/KCOM. All prescribed courses in the baccalaureate program of the applicant's choice must be taken at William Jewell College. Any deviation from the required courses requires written approval from the William Jewell College Premedical Advisor and from ATSU/KCOM. Participants must complete graduation requirements for William Jewell College in the four years prior to matriculating to ATSU/KCOM. ATSU/KCOM reserves the right, at any time, to reject a student deemed unsuitable for the program. In addition, acceptance will be withdrawn if application is made to another medical/osteopathic school, if an academic, ethical or moral violation occurs, or if a personal change in career choice is made.

### Medical Scholars Program through UMKC (Allopathic)

The University of Missouri – Kansas City School of Medicine provides a Medical Scholars program that offers early and guaranteed admission to undergraduates interested in applying to medical school. Students at a limited number of institutions, including William Jewell, may apply to this program at the end of their sophomore year or junior year. Applications become available each year on May 1 and must be submitted by August 1. An applicant must have a cumulative GPA of 3.5 or higher, with no grades in the sciences below B-.

A person who is accepted into the program must meet the following requirements in order actually to enter medical school:

- Finish a bachelor's degree at Jewell.
- Earn a combined MCAT score of at least 500.
- Earn a cumulative GPA of 3.5 or higher.
- Earn a 3.5 GPA, with no grades below B-, in 19 hours of prerequisite chemistry courses and 14 hours of prerequisite biology courses.

### PRE-OCCUPATIONAL THERAPY

Keli Braitman, Professor of Psychological Science

#### Washington University

Students may apply to enter the three-years-plus-two-years (3-2) 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.

Normally, students will follow a program of study that leads to completion of a BA degree with a major in psychological science from William Jewell after successful completion of additional elective credit at Washington University and transfer of that credit to William Jewell. (A minimum of 124 hours of credit is needed for any degree from William Jewell.) The student, upon successful completion of the entire program in occupational therapy, receives the MSOT degree from Washington University.

The expectation is that students will have completed the core curriculum and all requirements of the major in psychological science before leaving Jewell. (Any exceptions must be approved by the Registrar.) Students must complete a minimum of 16 hours of psychological science through Jewell courses and must earn a minimum of 45 hours in residence at William Jewell.



## Pre-Professional Programs of Study *continued*

The following courses (in which grades of B or better must be earned) satisfy the prerequisite requirements of Washington University:

PSY 101	Introduction to Psychological Science (4)
PSY 203	Abnormal Psychology (4)
PSY 205	Developmental Psychology: Childhood (2)
PSY 206	Adolescent and Adult Development (2)
PSY 312	Behavioral Neuroscience (4)
PSY 320	Statistics for Psychological Science (4)
CHE 113	Fundamentals of Chemistry & Lab (5)
or CHE 121	General Chemistry I & Lab (5)
	<i>(as a prerequisite for BMS 250)</i>
BMS 250	Human Physiology & Lab (5)

Other prerequisites:

- A minimum of thirty hours of OT-related experience or observation.
- A 3.25 cumulative GPA is required.
- Students must inform the 3-2 advisor (in the Psychological Science 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 Psychological Science Department or see [www.ot.wustl.edu](http://www.ot.wustl.edu).

Students who are admitted to the master's program at Washington University may consider entry into a longer program that will result in the OTD (doctoral) degree. For more information, contact the OT admissions office at Washington University.

### Rockhurst University

An articulation agreement with Rockhurst University permits select and qualified William Jewell students to take advantage of an early review process for entry into the Doctor of Occupational Therapy degree offered by the Rockhurst Department of Occupational Therapy.

To be considered eligible for the articulation agreement, students must meet the following criteria:

- Achieve at least a 3.5 grade point average (GPA) each semester and a cumulative GPA of at least 3.5 through the end of the senior year.
- Achieve a GPA of at least 3.5 on all science (biology, biomedical science, chemistry, physics) course work.
- Complete an application for admission through OTCAS by September 1 of the senior year.
- Participate in an interview before beginning the DOT Program.

The Rockhurst University OT Admissions Committee will review applicants who meet the requirements listed above. A maximum of two students from William Jewell College who meet the criteria set forth above will be automatically accepted into the DOT Program. (If more than two students meet all requirements in a given year, the Admissions Committee will rank the applicants by GPA.) Students will begin the DOT Program upon completion of their bachelor's degree at William Jewell College.

Those students who do not meet the requirements listed above, or who have met the requirements but are not chosen for the two allotted slots, will be reviewed under the standard admissions process established by Rockhurst University.

The following courses satisfy prerequisite requirements of Rockhurst University:

CTI 100	The Responsible Self (4)
CTI 102	Written Communication (4)
CTI 200	United States Pluralism (4)
COM 100	Fundamentals of Speech Communication (2)
PSY 203	Abnormal Psychology (4)
PSY 205	Developmental Psychology: Childhood (2)
PSY 206	Adolescent and Adult Development (2)
PSY 320	Statistics for Psychological Science (4)
PHI 202	Ethics (4)
or CTI 214	Bioethics, Ethical Traditions, and the Variety of Health Care Choices (4)
PHY 111	College Physics I & Lab (5)
BIO 134	Biological Diversity & Lab (5)
BMS 243	Human Anatomy & Lab (5)
BMS 250	Human Physiology & Lab (5)

### PRE-PHYSICAL THERAPY

Maggie Sherer, Professor of Physics

Students interested in pursuing a degree in physical therapy after graduation from William Jewell should consult with the pre-physical therapy advisor. The requirements for physical therapy 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 many different schools. The typical prerequisites are as follows: General Chemistry I and II with labs, General Biology (such as BIO 134 and lab), Human Anatomy with lab, Human Physiology with lab, Physics I and II with labs, Psychology (usually 2 courses), Statistics (e.g., PSY 320 or DTS 218), English



## Pre-Professional Programs of Study *continued*

and Mathematics. Students should consult catalogs for the physical therapy schools that they expect to attend for more specific lists of prerequisites. Students can pursue any major, but a major in biology or psychological science may be convenient.

William Jewell maintains an articulation agreement with Southwest Baptist University for entry of Jewell students into the Doctor of Physical Therapy program. Prerequisites in chemistry, physics, biology, anatomy/physiology, statistics, and psychology are required, as well as additional support courses. Applicants must meet requirements for a minimum GPA and must have taken the GRE. Contact the pre-PT advisor for more information.

### PRE-SPEECH PATHOLOGY

Keli Braitman, Professor of Psychological Science

An articulation agreement with Rockhurst University permits select and qualified William Jewell students to take advantage of an early review process for admission into the Communication Sciences and Disorders (CSD) Post Bachelors Leveling Program, which may lead to admission into the CSD Master of Science program offered by Rockhurst.

The Post Bachelor's Leveling Program is for individuals who are currently completing a bachelor's degree in a discipline other than CSD and wish to pursue a Master of Science degree in the field of Communication Sciences and Disorders. This leveling program allows admitted students to complete the necessary prerequisite coursework to begin graduate studies in speech-language pathology. Students accepted into the leveling program are provisionally admitted to the graduate program in Communication Sciences and Disorders.

To be considered eligible for the articulation agreement, students must meet the following criteria:

- Cumulative grade point average (GPA) of 3.5 and a GPA of 3.5 in the major.
- Letter of intent submitted to the Department of Communication Sciences and Disorders office by June 1 before their senior year with a copy of their official transcript.
- Completion of a bachelor's degree at William Jewell prior to beginning the leveling program.
- Completed CSD application for admission by September 1 of their senior year.

- Achieve a 3.5 grade point average each semester in CSD leveling courses and maintain a 3.5 cumulative GPA through the end of their leveling year.
- An interview before beginning the Leveling Program.

Applicants who meet the requirements listed above will be reviewed by the Rockhurst University CSD Admissions Committee. A maximum of two students from William Jewell College who meet the criteria set forth above will be automatically accepted into the Leveling Program. Those students who do not meet the requirements listed above, or have met the requirements, but are not chosen for the two allotted slots, will be reviewed under the standard admissions process established by Rockhurst University. Students will begin the Post Bachelor's Leveling Program upon completion of their bachelor's degree at William Jewell College.

### PRE-VETERINARY MEDICINE

See Premedical Study earlier in this section.

# Psychological Science

Chair: Professor Keli Braitman  
Professor: Patricia Schoenrade  
Associate Professor: Jared Bartels

>> [www.jewell.edu/psychological-science](http://www.jewell.edu/psychological-science)

## Goals for Student Learning

Students who graduate with a major in psychological science will be able to:

- demonstrate a working knowledge of psychological science's content domains;
- use scientific reasoning to evaluate, synthesize, design and interpret psychological research; and
- effectively communicate material from psychological science for different purposes.

The department offers one major, which leads to a Bachelor of Arts (BA) degree. A maximum of 40 hours of psychological science courses may be applied toward graduation requirements. A grade of C- or higher is required in each course in the major. Students whose primary major leads to a Bachelor of Science degree and who wish to add psychological science as an additional major may follow the core requirements for the BS degree.

## The Major PSYCHOLOGICAL SCIENCE

Introductory courses lay the groundwork for an understanding and overview of psychological science's major areas. Higher-numbered courses typically delve into one or two key areas introduced in the entry course. The Capstone in Psychological Science returns to a unified and integrated perspective.

Because a number of psychological science majors continue their education in graduate school, working toward masters' or doctoral degrees, the department strives to prepare students for the rigors of graduate study. The psychological science 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.

## Required Courses

PSY 101	Introduction to Psychological Science (4)
PSY 320	Statistics for Psychological Science (4)
PSY 321	Research Methods for Psychological Science (4)
PSY 420	History and Systems (4)
PSY 422	Capstone in Psychological Science (4)

Two courses from the following list:

PSY 203	Abnormal Psychology (4)
PSY 204	Social Psychology (4)
PSY 205*	Child Development (2)
and PSY 206*	Adolescent & Adult Development (2)
PSY 217	Personality Psychology (4)

One course from the following list:

PSY 312	Behavioral Neuroscience (4)
PSY 313	Cognitive Psychology (4)
PSY 314	Sensation and Perception (4)

Plus four additional hours from any 200-level or higher psychological science courses not used to meet the above requirements.

\* Notes: The combination of PSY 205 and 206 counts as one course for the purposes of this requirement.

## Course Descriptions

### PSY 101 Introduction to Psychological Science (4 cr. hrs.)

An introduction to the major areas of the field; psychological science is viewed as a biosocial science of behavior, and emphasis is placed on the scientific basis of our current understanding of behavior. Fall and spring semesters.

### PSY 203 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. Typically offered fall and spring semesters. Recommended prerequisite: PSY 101.

### PSY 204 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. Recommended prerequisite: PSY 101.

### PSY 205 Developmental Psychology: Childhood (2 cr. hrs.)

Childhood is studied to understand how and why people change over time. The class typically spans from conception to age 12. A broad-based approach is taken in order to understand development. Issues include the biological, social and behavioral influences on development. Fall and spring semesters. Recommended prerequisite: PSY 101.

## Psychological Science *continued*

### **PSY 206 Developmental Psychology: Adolescence and Adulthood** (2 cr. hrs.)

This course provides students with an overview of physical, cognitive, social and emotional development from adolescence through adulthood and the context within which this development takes place. Major theories and research methods are explored to understand physical and psychological growth and change in adolescence and adulthood. Fall and spring semesters. Recommended prerequisite: PSY 101.

### **PSY 217 Personality Psychology** (4 cr. hrs.)

The course investigates major contemporary and historical theories of personality and its formation. Different viewpoints about the nature and functioning of personality are compared and evaluated, including the trait, biological (including genetic and evolutionary), psychodynamic, phenomenological (including existential and humanistic), behavioral/social learning and cognitive perspectives. Spring semester. Recommended prerequisite: PSY 101.

### **PSY 300 Clinical Psychology** (4 cr. hrs.)

Exploration of clinical psychology as a profession with inquiry into professional relationships and organizations. Psychotherapeutic treatment of behavioral disorders, an introduction to psychological testing, recording of progress notes/reports and legal/forensic issues are explored. Prerequisites: PSY 101 and 203 or permission of instructor. Offerings are based on student demand and faculty availability. Typically offered spring semester.

### **PSY 308 Independent Studies** (1-4 cr. hrs.)

### **PSY 309 Independent Studies** (1-4 cr. hrs.)

For juniors and below. Prerequisite: PSY 101 and consent of instructor.

### **PSY 311 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-hour courses meet half of the semester; four-hour courses last the entire semester. Offerings are based on student demand and faculty availability. Prerequisite: PSY 101

### **PSY 312 Behavioral Neuroscience** (4 cr. hrs.)

The human brain is constructed of a unique network of neurons that distinguishes humans from other animals. This course will cover the neural and glandular structures

responsible for sensory, motor, cognitive, emotive and reproductive processes as well as different states of consciousness. Psychopharmacology is discussed as it relates to drug effects on the neuron. Neuropsychological disorders such as visual agnosia and various aphasias are also covered. Finally, hands-on experience includes dissecting a sheep brain. This course includes an integrated laboratory/experiential learning component. Prerequisite: PSY 101.

### **PSY 313 Cognitive Psychology** (4 cr. hrs.)

Humans process enormous amounts of information throughout their day. This course will focus on the mechanisms that help, and sometimes hinder, that process. Primary topics include object recognition, working memory, knowledge representation, intelligence and consciousness. Students will also be exposed to the rigorous scientific methods used to investigate these mechanisms through demonstrations, replicating classic experiments and designing original experiments. This course includes an integrated laboratory/experiential learning component. Prerequisite: PSY 101.

### **PSY 314 Sensation and Perception** (4 cr. hrs.)

Humans must detect external stimuli through a sensory system to perceive the world. This course will focus on the physics of the stimuli, the biology of sensory systems and the psychology of processing external stimuli. Primary topics include psychophysics, vision, auditory, olfactory, gustatory, tactile and vestibular systems. Students will experience a number of these sensory and perception system processes through demonstrations while also producing their own experiments and demonstrations. This course includes an integrated laboratory/experiential learning component. Prerequisite: PSY 101.

### **PSY 315 Special Topics** (1-4 cr. hrs.)

Topics to be announced, prior to registration, in special interest areas. This course may not be offered regularly, but rather as topics of interest arise, and may be repeated when topics vary. Prerequisite PSY 101.

### **PSY 320 Statistics for Psychological Science** (4 cr. hrs.)

An introduction to the experimental methods, statistical analysis and procedures used in psychological research. Students develop and implement a correlational or experimental study, collect and analyze data through statistics and summarize their findings. Lecture and laboratory. Required of psychology majors. Normally taken sophomore or junior year. Fall semester. Prerequisite: PSY 101.

## **Psychological Science** *continued*

### **PSY 321 Research Methods for Psychological Science** (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 psychological science majors. Normally taken sophomore or junior year. This course includes an integrated laboratory/experiential learning component. Cross-listed as CTI 264. It is recommended that students enrolling in this course be eligible to take Level-II CTI courses. Prerequisite: PSY 101 and 320 or consent of instructor. Spring semester.

### **PSY 408 Independent Projects for Seniors** (1-4 cr. hrs.)

### **PSY 409 Independent Projects for Seniors** (1-4 cr. hrs.)

Prerequisite: PSY 101 and consent of instructor.

### **PSY 420 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 trend in psychological thought. The role of psychological thought in individual and societal change is considered. Normally taken senior year. Prerequisites: PSY 101, 320, 321. Fall semester.

### **PSY 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. Prerequisite: PSY 101.

### **PSY 422 Capstone in Psychological Science** (4 cr. hrs.)

This class is designed to be an integrative experience for the entire curriculum. Topics that 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 psychology majors. Taken senior year. Prerequisites: PSY 101, 320 and 321 or consent of instructor. Spring semester.

# Women's Studies

## The Minor

Students earning the interdisciplinary Women's Studies minor will master concepts of gender, women's roles and women's experience as these are portrayed in history, literature, rhetorical studies, feminist philosophy and other relevant disciplines. Students may also complete an internship at an organization dedicated to women's issues.

### Required Courses

The minor, entailing a minimum of 16 hours, consists of three stages.

#### Stage One:

One of the following courses:

HIS 250	Gender and History (4)
CTI 286	Gender, Power and Justice (4)

#### Stage Two:

8 or more credit hours of courses with the WST prefix, with the exception of WST 358.

#### Stage Three:

WST 358	Philosophy of Sex and Gender (4)
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All of the WST courses in Stages Two and Three are cross-listed in other areas of the college. Descriptions of the courses are given below. **Students using these courses to meet requirements of the minor must enroll in them under the WST prefix.**

A course taken to fulfill a Stage Two or Stage Three requirement of this minor in Women's Studies cannot also be used to fulfill any requirements of a major, a different minor or the core curriculum. If the requirement of Stage One is met with CTI 286, it will be permissible to count the class both toward the core curriculum and the WST minor. If the requirement of Stage One is met with HIS 250, it cannot be used to meet a requirement in any other program.

A limit of one course transferred from another institution may be used to satisfy a requirement of the minor.

Students have the option of enrolling in COM 490 for 1 to 4 credit hours in order to carry out an internship in the area of women's studies.

## Course Descriptions

### WST 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. Cross-listed as CTI 208; WST 208 will not meet a requirement of the core curriculum.

### WST 221 Gender, Sexuality, and Global Culture

(4 cr. hrs.)

This course examines critical theories, cultural representations and social relations of gender and sexuality in the contemporary global world as they intersect with relations of nation, race, ethnicity, family, class, labor and globalization. Students will learn interdisciplinary methods of cultural analysis in global women's, gender and sexuality studies, including feminist, LGBTQ+ and intersectional theories from diverse cultural viewpoints and social positions. We will analyze assumptions and consequences of the (re)construction of gender, sexuality and difference in "transnational culture" (in global literature, film, television, news, social media, commodity and everyday culture) and their relationship to global material relations of power and inequality that are reshaping the lived realities of gender and sexuality in a range of cultural, social and economic contexts. Cross-listed as CTI 221. It is recommended that students enrolling in this course be eligible to take Level-II CTI courses.

### WST 255 Literary topics

(4 cr. hrs.)

Introductory study in comparative themes and topics found in significant literary works from more than one literary or cultural tradition. Women's studies themes will be a part of major assignments for all students registered under the WST prefix. Cross-listed as ENG 255. This course will be listed as WST 255 only when it focuses on gender issues.

## Women's Studies *continued*

### **WST 331 Hispanic Women's Literature (4 cr. hrs.)**

This is a 300-level Spanish literature course that will address various topics related to the history, civilization and literature of Hispanic countries. Cross-listed as SPA 331; WST 331 will not meet a requirement of the Spanish major or minor. Prerequisite: SPA 315 or equivalent.

### **WST 340 Studies in English Literature I (4 cr. hrs.)**

Introduces students to the English literary tradition of the Middle Ages to the 18th Century. Fictional works of various genres, including poetry, prose and drama, will be studied within their historical and cultural contexts, in dialogue with critical methodologies, and sometimes in the context of other genres, including painting or film. Women's studies themes will be a part of major assignments for all students registered under the WST prefix. Cross-listed as ENG 340; WST 340 will not meet a requirement of the English major. Prerequisite: ENG 330 or instructor's permission.

### **WST 345 Studies in English Literature II (4 cr. hrs.)**

Introduces students to the English literary tradition of the Romantic Period to the 21st Century. Fictional works of various genres, including poetry, prose and drama, will be studied within their historical and cultural contexts, in dialogue with critical methodologies, and sometimes in the context of other genres, including painting or film. Women's studies themes will be a part of major assignments for all students registered under the WST prefix. Cross-listed as ENG 345; WST 345 will not meet a requirement of the English major. Prerequisite: ENG 330 or instructor's permission.

### **WST 355 United States Literature II: Minority Literature (4 cr. hrs.)**

Introduces students to United States minority literary traditions and provides continued practice in analyzing and writing about fictional works. Readings in, discussion of and/or an essay or annotated bibliography about literature for adolescents are provided for students seeking to meet teacher certification requirements for adolescent literature. Women's studies themes will be a part of major assignments for all students registered under the WST prefix. Cross-listed as ENG 355; WST 355 will not meet a requirement of the English major. Prerequisite: ENG 330 or instructor's permission.

### **WST 358 Philosophy of 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 pre-conceptions. Students will discuss these issues from a variety of perspectives, including liberal feminism, radical feminism, feminist analyses by women of color, psychoanalytic feminism and post-modern feminism. Cross-listed as PHI 358; WST 358 will not meet a requirement of the major or minor in philosophy.

### **WST 360 Great Works of World Literature (4 cr. hrs.)**

A study of representative works of world literature from Antiquity, the Middle Ages and the Renaissance in translation. The course emphasizes the study and understanding of the literary, cultural and human significance of selected great works of the Western and non-Western literary traditions in their cultural/historical contexts and of the enduring human values which unite literary traditions across history and cultures. Women's studies themes will be a part of major assignments for all students registered under the WST prefix. Cross-listed as ENG 360; WST 360 will not meet a requirement of the English major. Prerequisite: ENG 330 or instructor's permission.

### **WST 365 Contemporary World Literature (4 cr. hrs.)**

The course introduces students to contemporary post-colonial literature. Women's studies theme will be a part of major assignments for all students registered under the WST prefix. Cross-listed as ENG 365; WST 365 will not meet a requirement of the English major. Prerequisite: ENG 330 or instructor's permission.

### **WST 381 Communication Seminar (4 cr. hrs.)**

This course will be listed under the WST prefix and will count toward the Women's Studies minor only when its topic is "Feminist Rhetoric" or "Gender and Communication." Cross-listed as COM 381; WST 381 will not meet a requirement of the major or minor in communication.

# Introduction

## Accreditation

William Jewell College is accredited by The Higher Learning Commission ([www.hlcommission.org](http://www.hlcommission.org)).

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; and Nursing by the Missouri State Board of Nursing and the Commission on Collegiate Nursing Education.

## Non-Discrimination/Equal Opportunity Notice

William Jewell pursues a non-discrimination policy with regard to its educational programs and employment. As such, William Jewell does not discriminate on the basis of age, disability, gender, genetic information, national origin, race/color, religion, sex, sexual orientation, veteran status or any other status protected by law (collectively “protected statuses”) in matters of admissions, housing or services, or in the educational programs and activities it operates. William Jewell’s prohibition on discrimination based on protected statuses also extends to all aspects of the employment relationship, including hiring, promotion, termination, compensation, benefits and other terms and conditions of employment. Harassment, whether verbal, physical or visual, that is based on any protected status is a form of discrimination and prohibited by William Jewell’s Anti-Harassment Policy. This notice is issued in compliance with federal and state laws prohibiting discrimination including Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act, Title VI of the Civil Rights Act and the Age Discrimination Act.

William Jewell has designated its Director of Human Resources (the “Non-Discrimination Coordinator”) to handle all inquiries regarding its efforts to carry out this policy, to comply with federal and state laws prohibiting discrimination and to receive complaints of discrimination. The Non-Discrimination Coordinator may be contacted as follows:

Ms. Julie Dubinsky  
Human Resources Director  
Phone: 816-415-5085  
Email: [dubinskyj@william.jewell.edu](mailto:dubinskyj@william.jewell.edu)

If the Non-Discrimination Coordinator is not available, inquiries and complaints may be directed to William Jewell’s Deputy Non-Discrimination Coordinator. He may be contacted as follows:

Mr. Mike Crutchfield  
Campus Safety Director  
Phone: 816-415-6335  
Email: [crutchfieldm@william.jewell.edu](mailto:crutchfieldm@william.jewell.edu)

A person wishing to raise a complaint of discrimination with respect to William Jewell’s compliance with this policy may also contact the U.S. Department of Education’s Office for Civil Rights by visiting [www2.ed.gov/about/offices/list/ocr/complaintintro.html](http://www2.ed.gov/about/offices/list/ocr/complaintintro.html) or by calling 1-800-421-3481.

## FERPA

William Jewell College complies with the Family Educational Rights and Privacy Act (FERPA) of 1974, as amended. FERPA affords students certain rights with respect to their educational records. These rights include the following:

- The right to inspect and review, within a reasonable time after the College receives a written request for access, the student’s educational records that are maintained by the College. Students should contact the College office that is responsible for the record(s) they wish to inspect.
- The right to request the amendment of the student’s educational records that are believed to be inaccurate, misleading or inappropriate. A student who wishes to ask for the amendment of a record should write to the official responsible for the record, clearly identify the part of the record that the student wants changed and explain why it should be changed. If the College decides not to amend the record as requested, the College will notify the student in writing and advise the student of the right to a hearing on the matter. The student also has the right to place with the educational record a statement commenting on the information in question.
- The right to provide written consent before the College discloses personally identifiable information from the student’s educational records. One example of an allowed exception to



## Introduction *continued*

this right is the disclosure of records to authorized individuals associated with the College who have legitimate educational interests. (A person has a legitimate educational interest if the information will be used in conjunction with the fulfillment of his/her official responsibilities for the College.) Records may also be disclosed to entities or individuals designated by a state or federal agency to conduct audits or evaluations in connection with federal legal requirements.

- The right to be notified annually of the rights granted under FERPA.
- The right to file a complaint with the Family Policy Compliance Office of the United States Department of Education concerning alleged failures by the College to comply with the requirements of FERPA.

It is the College's policy to require that all students provide specific consent before confidential information is disclosed to anyone (including to parents and/or legal guardians) besides school officials, except as required by law. Examples of confidential information are academic records (grades, transcripts, etc.), current class schedules and disciplinary records. However, federal law permits us to release disciplinary records to parents when a student who is under 21 has been found in violation of federal, state, local or College laws or rules related to the use of alcohol or a controlled substance. A student may choose to allow disclosure of specified educational records to named individuals with a FERPA Waiver Form that can be completed online.

FERPA permits disclosure and verification of directory information, without prior notification of the student, unless the student has submitted a request to the Office of the Registrar for this information to be kept confidential. Examples of directory information are name; Jewell ID number; local and permanent addresses; telephone listings; email addresses; likeness (e.g., photographs) to be used in college publications; country of citizenship; major and minor field(s) of study; enrollment status and classification; dates of attendance; participation in officially recognized activities and sports; weight and height of members of athletic teams; degrees, honors and awards received; and educational institutions attended before Jewell. When a student has submitted to the Office of the Registrar a request for privacy (nondisclosure of directory information), the College assumes no

subsequent responsibility for contacting the student to obtain permission to release information in response to a request. Students may not opt-out of disclosure of their name or institutional email address to other students in their classes.

Any student who has been "in attendance" at William Jewell College has rights under FERPA. Thus, a student's rights under FERPA at the College begin on the first day of the first term in which the student is enrolled in any course at William Jewell College.

## Official Communication with Students

William Jewell College communicates a variety of information to its students. Some of the information is time-sensitive, related to matters such as registration dates and procedures, deadlines for refunds and dropping courses, academic standing and College housing policies. It is essential that all such communications be received by students in a timely manner. As a result, William Jewell College has designated certain addresses as our official means of communicating with students. These official addresses are the student's College-issued email address, the local address for the semester (the College-assigned mailbox if the student lives on campus) and the permanent home address as shown in the College's records.

The College will consider that it has communicated successfully with a student as long as the communication has been sent to any one of those addresses. Therefore, it is the student's responsibility to assure access to all of these addresses, to check them regularly for any communications from the College and to inform the Registrar's office immediately of any changes in an address.

## Disability Accommodations Notice

William Jewell College pursues a non-discrimination policy with regards to all education programs and employment. William Jewell is committed to the full inclusion of students, faculty and staff in the life of the Jewell Community in accordance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (including the ADA Amendments Act of 2008) and the Fair Housing Act.

## Introduction *continued*

Under Section 504 and the ADA/ADAAA, a person has a disability if he/she:

- has a physical or mental impairment that substantially limits one or more of the major life activities. These activities can include but are not limited to walking, standing, seeing, eating, speaking, hearing, sitting, breathing, reading, learning, performing manual tasks, caring for oneself.
- has a record or history of such impairment; or
- is regarded as having such impairment.

To prevent discrimination on the basis of disability, reasonable and appropriate accommodations, academic adjustments and/ or auxiliary aids and services are determined on a case-by-case basis for otherwise qualified individuals who have a demonstrated need for these services and can provide appropriate documentation. Information concerning eligibility for accommodations, required documentation and the application process for students, faculty and staff is set forth in William Jewell's Policies and Guidelines for Individuals with Disabilities at [www.jewell.edu/accessibility-services](http://www.jewell.edu/accessibility-services).

Any additional requests or questions regarding programs, services and activities accessible to and usable by persons with disabilities, should be directed to:

Mrs. Missy Henry  
Director of Accessibility Services  
Phone (816) 415-7556 – Fax (816) 415-5031  
[henrymr@william.jewell.edu](mailto:henrymr@william.jewell.edu)

## Catalog Accuracy and Changes

It is each student's responsibility to be familiar with the rules, policies and procedures outlined in this catalog. Every effort is made to ensure that this catalog is accurate and reflects properly the curriculum and academic policies of William Jewell College as of the date of its publication. However, the course offerings, requirements and policies of the College are under continual examination, and the College has a right to modify those offerings, requirements and policies. This catalog is not a contract and in no way guarantees that course offerings, requirements and policies will not change during a student's time at the College. For the most recent version of this catalog, go to [www.jewell.edu/catalog](http://www.jewell.edu/catalog).

Not all policies affecting students are described in this catalog. For additional information, please refer to the Policy Library found at [jewell.edu/policy-library](http://jewell.edu/policy-library). In addition, the information in this catalog may be supplemented by handbooks or checklists produced by individual programs.

In the case of a conflict regarding academic policies between the language appearing in this catalog and in a different statement by the College, the language in this catalog shall be taken as authoritative.

# Academic Policies

## The Student's Responsibility

Students are responsible for knowing their academic status and for awareness of the academic requirements, policies and procedures as stated in this catalog. While students receive assistance and guidance from advisors, instructors and staff members, proper completion of requirements for graduation is ultimately each student's responsibility.

## Academic Honesty

At William Jewell College, concepts of freedom and personal responsibility are inextricably bound. The College community functions on the principle that each member respects and protects the rights of his/her fellow citizens. Students are expected to possess the values of mature, self-disciplined persons who appreciate the privilege of education and are willing to accept its responsibilities.

Although high expectations of honor and integrity apply to the entire College community, the Honor Code and the Standards of Conduct in the Student Handbook specifically address the expected conduct of students. While affirming the highest standards of honor and integrity in all pursuits, the Honor Code for students specifically addresses lying, cheating and stealing. It provides for adjudication of alleged infractions of the Honor Code in the academic sphere through an Honor Council, which is composed of students, faculty and staff.

Students attending William Jewell College are expected to adhere to the highest standards of academic integrity and individual conduct and to hold one another accountable. Consequently, persons who possess factual knowledge of any violations of the Honor Code are honor-bound to report them.

## Grading and Credit

Students should obtain their semester grades from their individual online account, which is accessible with the student's network username and password, since no grade reports are printed or distributed.

William Jewell's grade scheme is as follows:

A/A+	= 4.0 points per credit hour
A-	= 3.7 points per credit hour
B+	= 3.3 points per credit hour
B	= 3.0 points per credit hour
B-	= 2.7 points per credit hour
C+	= 2.3 points per credit hour

C	= 2.0 points per credit hour
C-	= 1.7 points per credit hour
D+	= 1.3 points per credit hour
D	= 1.0 point per credit hour
D-	= 0.7 points per credit hour
F	= 0 points per credit hour
I	= Incomplete
NR	= Not Reported
PR	= Progress (extended Incomplete)
W	= Dropped the course
WD	= Withdrew from the College

Grade point averages are computed on the basis of hours attempted and the total number of grade points earned. For graduation from any graduate program, the total number of grade points must be at least three times the number of graduate hours attempted at the College; that is, the minimum institutional graduate grade point average must be 3.0. A higher standard may be set by an individual graduate program.

All references herein to "hours" or "credit hours" shall be interpreted to mean semester hours, since William Jewell College operates on a semester basis.

Different sets of grade point averages may appear on the graduate student's transcript.

- Transfer grade point average (includes grades for any transferable graduate courses accepted from other institutions)
- Institutional grade point average (includes grades for graduate courses taken through William Jewell College)
- Cumulative transfer and institutional grade point average (includes grades for both categories of graduate work)

Decisions involving grade point average (e.g., graduation and academic probation) are based solely on the institutional GPA, which does not include grades for transfer credit.

If undergraduate credit was earned at William Jewell College, a record of it will appear in a separate section of the transcript.

## Incomplete Grades

An instructor may choose to award a grade of I (for Incomplete) in any 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 decision about whether a grade of Incomplete is appropriate is made

## Academic Policies *continued*

by the instructor, who may request documentation regarding the student's circumstances. The assignment of an Incomplete requires a contract in which the instructor specifies reasons for the Incomplete grade, summarizes the work to be completed and indicates the student's grade for the course if no additional work is submitted. The contract, including the student's acknowledgement of the instructor's expectations, must reach the Office of the Registrar by the date on which grades for the semester are due from the faculty.

The student who is given a grade of Incomplete must complete the requirements of the course by the end of classes in the succeeding fall or spring semester, or sooner if an earlier deadline is imposed by the instructor in the contract. Failure to do so results in a change of grade to an F (or to a higher grade, if specified by the instructor in the contract). The student is still considered to be a part of the class until the deadline specified in the contract; however, this continued participation in a course from a previous term is not reflected in official reports of enrollment or recognized for purposes related to financial aid. An instructor can permit a student to drop a course for which an Incomplete grade has been recorded only before the deadline for submission of a grade to replace the Incomplete.

An extension of the deadline for the student's submission of additional work is possible if the original deadline in the contract has not yet passed. It requires an amended contract between instructor and student and the approval of the Provost of the College. An Incomplete grade whose deadline has been extended is changed to a PR (Progress) on the student's record.

A student who receives an Incomplete in the last semester before graduation must finish all requirements for graduation prior to the beginning of the next semester/term or else conferral of the degree will be delayed.

### Repeating a Course

In order for students to employ credit from a course toward completion of a graduate program, the grade earned cannot be lower than B-. Individual graduate programs may set higher standards. If a grade below the program's standard is earned and the course is repeated at Jewell with a grade high enough to meet the standard for the program, only the repeat grade will be used in determining the grade point average. However,

the original grade remains a part of the permanent record (the transcript) without being included in the grade point computation. On the transcript, the credit hours earned for the repeated course will replace the original credit hours.

Most courses at William Jewell cannot be used more than once toward graduation. Exceptions are noted within the descriptions of repeatable courses.

If a student repeats a course in which the original grade already meets the standard for the program and which can be counted only once toward graduation, the additional credit hours earned will increase the number of hours required for graduation and both grades will be included in grade point computation on the transcript.

In order to ensure that the transcript is updated properly, students must submit a Repeat of Course form to the Office of the Registrar when repeating a course.

### Grade Appeal Procedure

Students who wish to appeal a grade in a course are encouraged first to contact the instructor of the course to attempt to resolve the problem informally.

The instructor, and only the instructor, has the prerogative and responsibility for assigning a grade in a course. The only basis on which an administrator has the right to intervene in the grading process is when there is clear and compelling evidence of unfairness. A student's dissatisfaction with a grade or with an instructor's teaching methods or grading standards does not in itself constitute evidence of unfairness.

To appeal a grade formally, the student makes the case in writing to the Provost of the College that the grade is unfair. The Provost forwards a copy of that statement to the instructor and asks for a response, also in writing. Once the Provost has had an opportunity to compare the student's statement with the instructor's response and to consider all the evidence carefully, a decision will be communicated in writing.

Students have a maximum of three weeks after the posting of a grade to begin a formal appeal of that grade. A faculty member who wishes to change a grade (besides an Incomplete) on his/ her own initiative has a maximum of six weeks after the posting of a grade to ask for the grade to be changed.

## Acceptable Progress

The enrollment of all graduate students is continued at the discretion of the directors of their graduate programs and the Provost, consistent with the policies and practices of the individual graduate programs.

A student must make acceptable progress in meeting programmatic requirements, must demonstrate the ability to succeed in his or her course of studies or research and must attain performance minima specified by the graduate program in all courses; otherwise, his or her enrollment may be terminated. Determinations of acceptable progress occur at the level of the graduate program. Please contact the director of a specific program for more information about conditions for acceptable progress.

## Academic Good Standing

In order to maintain good academic standing, every graduate student must maintain an overall grade point average (GPA) of 3.0 for all graduate courses taken at the College.

## Academic Probation and Dismissal

A student whose overall institutional graduate GPA falls below 3.0 will be placed on academic probation by the Provost. When a student is placed on probation, the Provost will notify in writing both the student and the director of the student's graduate program. Permission of the academic advisor and the director of the graduate program will be required for a student on probation to register for courses. A student who has been placed on academic probation will have this fact noted permanently on the academic record (transcript). Probation will be lifted when the student achieves an overall institutional graduate GPA of 3.0 or better.

Decisions about placing a student on probation will not be made until after s/he completes 12 hours or two semesters in the graduate program, whichever comes first. A student on probation who has completed fewer than 15 hours must raise the overall institutional graduate GPA to 3.0 or above by the end of the semester in which the student completes 15 hours or risk being dismissed from the graduate program. A student who has completed 16 or more hours of graduate course work and whose overall institutional

graduate GPA falls below 3.0 will be placed on probation and will have one semester in which to raise his or her GPA to at least 3.0 or risk being dismissed from the graduate program.

## Appeal Procedure

A student who is dismissed from the College for academic deficiency will receive notification of the dismissal in writing from the Provost. The student may appeal the dismissal to the Academic Standards Committee. Appeals must be submitted in writing to the Office of the Provost by the date specified in the notification letter sent to the student. The Provost will notify the student of the committee's decision in writing.

## Time Limitations

With the exception of any hours of graduate-level course work accepted in transfer to be applied to a graduate program, all requirements for the graduate program must be completed within a five-year period.

A student who has failed to complete all requirements by the prescribed deadline may petition his or her graduate program for a one-year extension of time in which to complete the outstanding requirements. This extension may be granted by the graduate program, which must then notify the Provost in writing of its decision. The Provost will confirm this decision in writing to the student.

A student who has failed to complete all requirements for the degree following the granting of an initial time extension by his or her graduate program, but who wishes to continue to pursue the degree, must seek an additional extension by petitioning the graduate program. If the graduate program supports the request, the request must be forwarded to the Provost for review with a letter of support from the program's director that includes a statement indicating the graduate program has approved the request and with a timetable listing specific goals to be accomplished at various points during the extension period. The letter should also include a request for revalidation of courses that will be more than five years old at the time of graduation. Typically, this extension will be for a maximum of one year. The Provost's decision will be communicated in writing to the petitioner and a copy will be sent to the student's graduate program.

## Leave of Absence

In recognition of the effects that childbirth, adoption, illness and caring for incapacitated dependents (such as children, ill or injured partners, or aging parents) may have on the time and energy that graduate students have to devote to their educational programs, the College allows students in such circumstances to apply for a leave of absence of up to two semesters during which time they do not intend to make progress toward the completion of their program (by earning credit at William Jewell or at any other institution). The time taken on an approved leave of absence is not included in the time limitations for degree completion.

### Length of Leaves

Application for a leave of absence may be made on a one- or two-semester basis. A leave of absence for more than one academic year will be approved only in exceptional circumstances. An approved leave for one semester may be extended to two semesters, if so requested by the applicant prior to the expiration of the approved one-semester leave of absence and if approved by the Provost.

### Application Procedures

A leave of absence for childbearing, adoption, illness or dependent care normally must be requested and approved prior to the beginning of the academic term for which it is being requested. A letter of request should be addressed to the Provost and should provide a detailed explanation of the circumstances leading to the request and a justification of the time requested (one semester or one year). The request must be approved by the student's faculty advisor and the director of the student's graduate program prior to submission to the Provost. The faculty advisor, program director and/or Provost may request a supporting doctor's statement.

### Additional Regulations

Students on approved leaves of absence are not registered at the College and, therefore, do not have the same rights and privileges as registered students. Incompletes from previous semesters are not automatically extended if a leave of absence is granted. A student who does not return as scheduled from a leave of absence is considered to have withdrawn from the College at the last date of attendance at the College.

An official leave of absence will be noted on a student's transcript; the student, after returning to classes, may ask to have this notation removed. A student who

returns after an approved leave of absence should expect not to be required to change to the requirements set forth in the catalog in effect at the time of rejoining the College (as would a student who has been absent without an approved leave).

### Impact on Financial Aid

Students with outstanding educational loans need to consider the effect of taking a leave of absence on their loan status. For some student loans, a grace period for repaying the loan begins once the student stops registering for courses. If the leave period is longer than the grace period, then the student may have to begin repaying the loan while on a leave of absence. Prior to taking a leave, students should arrange to meet with a Student Financial Aid officer and/or contact their lenders.

### Student Accounts

Students are advised to check with the Business Office prior to taking an approved leave of absence in order to determine the status of their student accounts. Students are advised that accounts that are overdue will be subject to regular procedures in accordance with established guidelines, notwithstanding any approved leave of absence.

## Change of Name

The College expects the student's official record to reflect the student's full legal name. If a student's legal name has changed, the student should complete a form indicating the new name to the Office of the Registrar and should provide a copy of a government-issued photo ID or passport that shows the new name.

## Registration Policies and Procedures

It is the student's responsibility to comply with regulations in this catalog and other posted registration policies and to enroll in courses appropriate for meeting the requirements of the student's academic program. All students must read and agree to abide by the Registration Policies and Procedures set forth by the Office of the Registrar each semester in order to register for courses. Course credits cannot be earned unless a student is officially registered, through the Office of the Registrar, for courses actually taken.

Registration for semester and summer courses is completed by the student according to specific procedures set forth by the Office of the Registrar.

## Academic Policies *continued*

These regulations, including specific dates and times of registration, are posted online in advance of periods set aside for registration.

### Eligibility for Registration

Students must meet the following criteria to be considered eligible for registration each semester:

- The student's account must show a balance of zero (0) by the opening of the registration period, unless the student has enrolled in an optional payment plan. Otherwise, a financial hold is placed on the student's account, prohibiting the student from registering until financial obligations are paid in full.
- The student's record must be free of any holds placed by administrative offices (e.g., Office of the Registrar) when obligations of the student were not met in a timely manner.
- Refer to information about specific programs for more information about requirements for admission. A graduate program may prohibit enrollment of students who have not been formally admitted to that program.

### Continuous Registration Requirements

All graduate students must register for courses and pay associated tuition and fees each semester, not including summer and winter sessions, until the degree is awarded. A student who fails to register and who has not requested and received a leave of absence is in jeopardy of termination. If the student does not register, he or she will be dismissed from the institution at the end of the semester for failure to comply with the continuous registration requirement.

A student who is dismissed for non-registration may appeal dismissal up to 30 days following the end of the semester of non-registration. If the student does not appeal, or if the appeal is denied, and the student wishes to continue in the graduate program, the student must apply for re-admission. In this case, re-admission does not alter the initial requirements for time to complete the degree or advance to candidacy.

### Full-time or Part-time Status

A graduate student who is registered for at least 6 hours is considered to be enrolled full-time. A graduate student who is enrolled for 3-5 hours is considered to be enrolled half-time.

### Definition of the Credit Hour

The College expects, in order for a student to earn the credit associated with a particular course, that the student will spend a certain amount of productive time in activities associated with the course. Such activities often include face-to-face instructional time but are likely also to include studying and completing assignments of the course (e.g., reading, research, writing, laboratory work, individual projects, group projects, etc.). Regardless of the method of delivery or of the types of learning activities or experiences involved, the amount of time involved should average, for a semester-long course, the equivalent of at least three hours per week per credit hour. A course offered over a shorter term requires proportionally more hours per week. For a course that involves a traditional classroom setting, approximately one third of the total time is usually spent in face-to-face instruction.

### Method of Delivery

One of the following methods of delivery will be specified for each class:

**Face-to-Face (FTF):** Course meets physically face-to-face for 76%-100% of the course contact hours prescribed for the course type and units. The course shall have a presence on Moodle, including the syllabus and some course materials and activities. Grades may be posted on Moodle.

**Hybrid Asynchronous (HA):** Course uses both physical face-to-face and asynchronous instructional modes and meets physically face-to-face for 25%-75% of the course contact hours prescribed by the course type and units. The course shall have a presence on Moodle, including the syllabus and many course materials and activities. Grades may be posted on Moodle.



## Academic Policies *continued*

**Hybrid Synchronous (HS):** Course uses both physical face-to-face and synchronous instructional modes and meets physically face-to-face for 25%-75% of the course contact hours prescribed by the course type and units. The course shall have a presence on Moodle, including the syllabus and many course materials and activities. Grades may be posted on Moodle.

**Online Asynchronous (OA):** 100% of the course instruction is delivered in asynchronous instruction mode. When feasible, instructors may schedule physical face-to-face meetings for orientation and student evaluation. The course shall have a presence on Moodle, including the syllabus and all course materials and activities. Grades shall be posted on Moodle.

**Online Synchronous (OS):** 100% of the course instruction is delivered online and includes synchronous instruction mode. When feasible, instructors may schedule physical face-to-face meetings for orientation and student evaluation. The course shall have a presence on Moodle, including the syllabus and many course materials and activities. Grades shall be posted on Moodle.

Moodle is the course management system ([moodle.jewell.edu](http://moodle.jewell.edu)) to which all have students have access.

## Registration Changes

### Adding Courses

Students may add courses to their registration through the end of the first week of classes in a semester. For courses offered during a shorter term, the deadline for adding a course will be adjusted accordingly (and could, for a class on a highly compressed schedule, occur as early as the first day of the course).

A drop/add form, available online, must gain the approval of the academic advisor and the instructor in order for the student to add a course. Prior to the beginning of a term, students may add courses through the normal registration process as long as an overload is not involved, consent of the instructor is not required and the class is not closed.

### Dropping Courses

If a full-semester course is dropped during the first four weeks of a semester, no record will appear on the student's transcript. After the fourth week, a grade of W will appear on the transcript and hours from the dropped course will be included in the total

of attempted hours for the semester. (Grades of W will not affect the GPA.). Consult the Calendar of Important Dates posted online by the Office of the Registrar for specific deadlines for both full-semester and seven-week courses. A Calendar of Important Dates is also available for use during the summer term.

Students may drop a course anytime through the last scheduled day of class meetings prior to the final examination period, unless an earlier deadline is specified by the instructor in the syllabus of the course. A drop/add form, available online, must gain the approval of the academic advisor and of the instructor before a student can drop a course. When a student stops attending a course but does not submit a properly-completed drop form to the Office of the Registrar in a timely manner, the instructor must submit an appropriate grade (that is, a grade besides a W) at the end of the course.

The drop form does not reach the Office of the Registrar until it has received all necessary approvals; however, the date on which a course will be recorded as having been dropped will be the date on which the student initiates the processing of the drop form. The recorded date for dropping a class is not necessarily the same as the student's last date of attendance in the class.

Once classes have begun, students who wish to drop all courses for the semester must go through the official withdrawal process as indicated below.

## Withdrawal from the College

Dropping all unfinished courses before the end of a semester constitutes official withdrawal from the College. Students wishing to withdraw from the College for any reason must submit the appropriate online withdrawal form and follow the procedures outlined on this form. A student who completes the official withdrawal process will receive a (neutral) grade of WD in all courses that are not already complete at the time of withdrawal. Leaving the College without completing the official withdrawal process may result in a grade of F for courses that have not already been completed. The deadline for withdrawal from the College is the last day of regularly scheduled classes in a semester. Hours for courses in which a grade of WD is recorded will be included on the transcript in the total of attempted hours for the semester, but a grade of WD does not affect the GPA.

## Academic Policies *continued*

A student who receives Federal financial aid and who fails to complete courses will be subject to Federal refund regulations.

### Taking Courses at Other Institutions

Policies concerning transfer of graduate credit from other institutions may differ in individual graduate programs. Credit for a course taken elsewhere must be approved by the chair of the student's graduate program and by the Registrar in order for it to count toward a graduate program at William Jewell. Generally, any opportunity to apply credit from another school toward a graduate program at William Jewell will be strictly limited and will normally not be permitted once a student has matriculated at Jewell.

### Completion of Requirements

Each student will normally complete the requirements for graduation in the catalog in effect on the date of entrance into a graduate program. However, the maximum amount of time allowed for completion of degree requirements following a particular catalog is seven years. A student who leaves a program and is later re-admitted must expect to follow the requirements in effect on the date of re-entry.

A given catalog cannot be considered to constitute a contract with the student, since the course offerings, requirements and policies of the College are under continual examination and revision. Every effort is made, however, to achieve fair and reasonable adjustments for students affected by curricular change.

### Notification of Intent to Complete a Program

- Students who expect to complete a master's degree or an artist diploma should submit an Application for Graduation to the Office of the Registrar no later than their next-to-last term at the College. Similarly, students who expect to earn a graduate certificate must submit to the Office of the Registrar a Notification of Intent to Complete a Graduate Certificate no later than their next-to-last term at the College.
- Acceptance of one of the above documents from a student does not constitute a guarantee by the College that the student will complete a program at a particular time; it merely indicates the student's intent to finish by a certain date.

- Student Planning software, as well as advice from an academic advisor, is available to assist a student in creating a plan for the completion of all requirements in the declared programs of study.
- Students who change their planned completion date must promptly re-apply for graduation so that the Office of the Registrar is aware of the newly anticipated date.

### Commencement

Students who are permitted to participate in Commencement exercises in May include:

- those who finished the requirements for a graduate program the preceding December,
- those who are on track for finishing the requirements for a graduate program in May and who have applied for graduation in May, and
- those who will be within 8 hours of finishing the requirements for a graduate program at the end of the spring semester and who have applied for summer graduation.

Eligible students who choose not to participate in Commencement exercises must notify the Office of the Registrar no later than April 1. This can be done using the form entitled Request to Graduate in Absentia, which is available at the Office of the Registrar. Students are eligible to participate in Commencement exercises only once, unless an additional degree is earned at a later time.

Actual diplomas are not normally awarded at the Commencement exercises, since degree checks and graduation processes must be completed after the ceremony. Diplomas, which are written in Latin (with a translation provided in English), are mailed approximately three weeks after graduation has been verified.

# Financial Cost Information

The cost of an education at Jewell is of concern to students and to the College. We provide a variety of options to assist students in meeting their financial obligations to the College.

## Summary of Charges

Charges for tuition and fees may vary in different graduate programs. See below for details. Other fees, not specific to a student's program, may be incurred for violations of College policy. (Refer to the undergraduate section of the catalog).

### Master of Science in Education or Graduate Certificate in Education

- **for students beginning the program in Summer or Fall 2021:**  
Tuition is charged for each individual course at a rate of \$400 per credit hour.

### Master of Arts in Teaching

- **for students beginning the program in Summer or Fall 2021:**  
Tuition is charged for each individual course at a rate of \$500 per credit hour. This rate applies to all courses in the program, whether at the graduate level or undergraduate level.

### Artist Diploma in Voice

- The tuition is \$18,500 for the 2021-22 academic year.
- Any courses taken outside the Artist Diploma program will be charged at the rate for part-time undergraduate tuition.

## Payment Policies/Procedures

All charges for graduate tuition and fees are due and payable the first day of class each semester. Billing statements will be generated by the 10th of each month for any outstanding balance due for the fall, spring and summer semester(s).

Students with a current and on-time account for tuition and fees will be eligible to register for courses in subsequent semesters. To be considered current and on-time, a student must have:

- a student account balance of zero dollars (\$0), or
- an installment plan with all scheduled payments to-date submitted, and/or
- a Student Financial Services Agreement that details any commitment required by the student.

Students with outstanding balance owed, after financial aid proceeds, may opt into the College's Student Financial Services Agreement to establish a structured installment plan. Students who fail to meet the requirements of a Student Financial Services Agreement may be administratively withdrawn from any registered courses for a subsequent semester, as detailed in the agreement. Late fees may incur monthly for delinquent accounts.

The College will refuse to release official transcripts on behalf of students who have unpaid tuition or fees or other educational debt or who have failed to repay an educational grant overpayment, except in response to orders of a court. (However, FERPA provides that a student who is unable to inspect his/her educational records in person may request one *unofficial* copy of an academic transcript.)

William Jewell College will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries or other institutional facilities, or the requirement that a Chapter 31 or Chapter 33 VA education benefits recipient borrow additional funds to cover the individual's inability to meet his or her financial obligations to the institution, due to the delayed disbursement of a payment by the U.S. Department of Veterans Affairs.

## Installment Plans

Installment plans may be available for different graduate programs. See below for details. If a student's course of study is disrupted, the balance of the student's account is due in full. If a student enrolled in an installment plan falls behind in their payments, they may be assessed a late fee.

### Master of Science in Education – for students beginning the program in Summer 2021

Students attempting to complete the MSED degree in one or two years may enroll in an installment plan that allows them to make monthly payments over the term of the program. The projected total cost of the 30 credit-hour program at \$400 per credit hour is \$12,000. Students in the one-year program would make 12 monthly payments of \$1,000 each. Students in the two-year program would make 24 monthly payments of \$500 each. These payments would begin on the day of the first class and continue on the first day of subsequent months.

## Financial Cost Information *continued*

The cost of the program should be paid in full before students begin their final term. Note that there are additional fees (e.g., parking fee and technology fee) charged each semester.

An installment plan is not available for students seeking the Graduate Certificate in Education.

### **Master of Arts in Teaching – for students beginning the program in Summer 2021**

Students attempting to complete the MAT degree in one or two years may enroll in an installment plan that allows them to make monthly payments over the term of the program. The total cost of the program will vary depending upon how many credit hours the student must take (at the rate of \$500 per credit hour). The monthly cost of the optional installment plan that is quoted below is premised on a 47 credit-hour program. Students taking fewer hours will pay off their program more quickly.

Students in the one-year program will pay \$1,958 per month until their balance is paid. Students in the two-year program will pay \$979 per month until their balance is paid. Payments are due on the first day of each month beginning with the month classes begin and continuing on the first day of subsequent months.

**Music education students will be required to take more than 47 credit hours. Their monthly payments will, thus, be higher in order to reflect the higher total cost of the program.**

The cost of the program must be paid in full before graduation. Note that there are additional fees (e.g., parking fee and technology fee) charged each semester.

## **Refund Policies**

### **Fall & Spring Semesters**

If a student withdraws from a course after classes begin, applicable credits for tuition and fees will be computed according to the following schedule:

- 90% credit beginning with the first day and continuing for the first week after classes begin;
- 75% credit after the end of the first week but before the end of the second week;
- 50% credit after the end of the second week but before the end of the third week;
- 25% credit after the end of the third week but before the end of the fourth week; and
- no credit once the fifth week of classes begins.

## **Summer Courses**

Students withdrawing from summer courses will be credited tuition and fees according to the following schedules:

- One-week courses:
  - » Prior to the first day of class: 100%;
  - » On the 1st day: 90%;
  - » On the 2nd day: 50%;
  - » No credit after the 2nd day.
- Four-week courses:
  - » Prior to the first day of class: 100%;
  - » On the 1st or 2nd day: 90%;
  - » On the 3rd or 4th day: 75%;
  - » On the 5th or 6th day: 50%;
  - » On the 7th or 8th day: 25%;
  - » No credit after the 8th day.
- Eight-week courses:
  - » Prior to the first day of class: 100%;
  - » On the 1st to 3rd day: 90%;
  - » On the 4th to 6th day: 75%;
  - » On the 7th to 9th day: 50%;
  - » On the 10th to 12th day: 25%;
  - » No credit after the 12th day.

Please contact the Business Office for information about refund policies for courses meeting on other schedules.

# Financial Aid Information

## Forms of Financial Assistance

The primary source of financial assistance for graduate study is federal and private loans, although students are encouraged to seek out all available sources of assistance, including grants or scholarships from private sources. Eligibility for loans is determined on the basis of the student's cost of attendance, other financial aid, annual and aggregate loan limits for federal loans and credit history for private loans.

Students pursuing graduate study may qualify for special interest scholarships designated by academic program and limited talent scholarship, but do not qualify for institutional undergraduate merit scholarship or need-based grant assistance or for federal and state grant programs. Institutional scholarships require a student to be enrolled full-time each semester and maintain satisfactory academic progress (SAP).

Students seeking federal student loans must complete the Free Application for Federal Student Aid (FAFSA). It is recommended that applicants file the FAFSA (William Jewell School Code: 002524) by February 1 each year. Loan assistance, which must be repaid, is available in the form of Unsubsidized Federal Direct Loans, Federal Work Study and Federal Grad PLUS Loans. In addition, non-Federal private loans that are credit-based offer another option to pay for college costs.

### Employer Tuition Assistance

Students who receive tuition assistance from an employer may have the costs of educational expenses paid by their employer through direct billing or through reimbursement. Students should check with their employers to determine which plan is appropriate for them.

*Direct Billing:* A student whose employer offers direct payment to the College must ensure that the College receives a letter from the employer that authorizes and describes the conditions of such an arrangement. The letter must be on file in the Business Office.

*Reimbursement:* A student attending under employer reimbursement is required to follow the standard payment policy and then receive reimbursement following guidelines established by his/her employer.

Under either form of tuition assistance, students are responsible for any portion of the educational fees not paid by their employers. Students whose employers

have contingencies on payments (such as attaining a certain grade) are required to pay as if they did not have employer tuition assistance and will be reimbursed after the employer makes payment.

## Failure to Complete Courses

Financial aid is awarded with the expectation that the student will attend school for the period in which the assistance is awarded. If a student does not attend all of his or her classes, the aid must be recalculated based on actual attendance. Students are not eligible to receive financial aid for courses they do not attend.

The long-term implication of not completing courses is that course withdrawals may result in a loss of federal aid eligibility. For a complete explanation please refer to the section below on Academic Progress and Financial Aid.

The short-term implication is that William Jewell College is required by federal regulations to complete a Return of Title IV Funds calculation for students who receive federal aid but do not complete more than 60% of the enrollment period for which they have received federal aid. For more information, see the following section on Return of Title IV Federal Student Aid. A balance will be created in the student's account if financial aid funds are returned. A student cannot register for subsequent courses with a balance due. Future financial aid cannot be used to pay a past balance; it must be paid by the student.

If a Return of Title IV Funds is calculated and federal aid is reduced, the return of financial aid to the Federal Government will be completed within 45 days.

## Return of Title IV Federal Student Aid

The account of the student who has federal aid and withdraws before completing more than 60% of the semester has elapsed will be evaluated according to U.S. Department of Education guidelines and formulas.

This policy conforms to the Higher Education Amendments of 1998 and becomes effective for an enrolled student who begins attendance, has federal aid, and withdraws, officially or unofficially, before the enrolled semester/payment period has ended. Title IV programs affected by this provision are Federal Unsubsidized Direct Loans and Federal Grad PLUS Loans.

## Financial Aid Information *continued*

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 and considering the debt owed to the College. The Business Office may enter into a repayment agreement so that the student may re-enroll in a later enrollment period or obtain an official transcript. 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 (ED) 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 ED.

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 for an official withdrawal or 30 days from the date of notification for unofficial withdrawals. An adjusted billing will be mailed by the Business Office to the student's permanent address on record.

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

- Federal Unsubsidized Direct Loan
- Federal Grad PLUS Loan

### **Return of Student Aid/Personal Payments**

If the student received federal aid, the return of federal funds is the first priority. 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.

### **Academic Progress**

Standards of satisfactory academic progress (SAP) must be maintained to remain eligible for financial assistance per federal regulations. William Jewell evaluates progress annually to correspond with the end of a payment period. For most students this evaluation coincides with the conclusion of the spring semester. There are three requirements for SAP:

- hour completion requirement which represents the quantitative measure
- grade point average requirement as the qualitative measure
- and maximum time frame measure.

#### **Hour Completion Requirement for Financial Aid Eligibility (Quantitative Measure)**

The quantitative measure used to evaluate progress is determined by dividing the hours earned by the hours attempted. Students are expected to complete 67% of attempted hours while enrolled at William Jewell College. Students who receive an I (Incomplete), F (Failing) or W (Withdrawal) for a course in a semester will have those courses included in the cumulative attempted hours to determine whether the quantitative measure has been met.

#### **Grade Point Average Requirement for Financial Aid Eligibility (Qualitative Measure)**

All graduate students must maintain a minimum institutional overall graduate GPA of 3.0 for financial aid eligibility, which represents an academic standing consistent with the requirement for graduation.

#### **Maximum Time Frame Measure**

Federal regulations require that the maximum timeframe to complete an educational objective (pace of progression) cannot take longer than 150 percent of the published length of the educational program for a full-time student. For example, a program consisting of 30 credit hours must be completed within 45 credit hours for financial aid eligibility. The pace of progression is measured at each evaluation to ensure that the student completes degree requirements within the maximum timeframe. The pace is calculated by dividing cumulative hours successfully completed by cumulative hours attempted.

## Financial Aid Information *continued*

### **Letter Grades and Financial Aid Eligibility**

The following letter grades will count for determining eligibility for financial aid: F (Failure); PR (Progress); W (Withdrew from the Course); WD (Withdrew from the College); FA (Failed Pass/Fail); NR (Not Reported). The letter grade AU (Audit) will not count. Hours for repeated courses will count toward the full-time student status in determining financial aid eligibility as follows:

- 1) a previously passed course may be repeated once;
- 2) a failed course may be repeated until it is passed. For part-time enrollment, a repeated course may be counted in the total number of hours in assessing the enrollment status as long as the student has never passed the course.

explanation for failure to meet standards of satisfactory academic progress as defined by this policy and indicate what factors have changed that will allow the student to meet standards of satisfactory academic progress at the next evaluation. The committee will notify the student of its decision.

### **Academic Status and Financial Aid**

A graduate student re-admitted to the College after academic dismissal from Jewell is not eligible for federal financial aid until the minimum overall institutional graduate GPA of 3.0 is met and the required number of credit hours is satisfactorily completed.

A student transferring into a graduate program must have a minimum 3.0 cumulative graduate GPA to be eligible to apply for financial aid. Only transferable credit hours will be used to determine cumulative GPA; however, credit hours attempted and completed must be used to determine whether the student has met the minimum standard for academic progress to receive financial assistance.

### **Appeal Procedure for Financial Aid**

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 at least two weeks prior to the beginning of the semester for which financial aid is requested. A student may reestablish eligibility to receive aid, including Title IV aid, with a successful appeal. An appeal may be submitted on the basis of a relative's death, injury or illness of the student or other special circumstance. The appeal must provide an



# Programs of Study

## Education

Chair: Professor Donna Gardner  
 Professors: Jeanine Haistings and Claudia McVicker  
 Assistant Professor: Michael Stoll  
 Instructors: Martin Jacobs and Tyler Shannon

>> [www.jewell.edu/MSED](http://www.jewell.edu/MSED)

>> [www.jewell.edu/MAT](http://www.jewell.edu/MAT)

## Master of Science in Education

### Admission Requirements

To be considered for admission to the M.S.Ed. program in curriculum and instruction at William Jewell College, applicants must provide appropriate documentation of meeting the following requirements:

- A completed Application for Admission, available at [www.jewell.edu/apply](http://www.jewell.edu/apply).
- Must be a certified educator currently employed in a school in the United States and must provide the following:
  - » Evidence of teacher certification
  - » Evidence of employment with a school for the following school year
- An official transcript from a regionally-accredited college or university showing the awarding of a bachelor's degree, with a minimum of a 3.0 GPA based on a 4.0 scale.
- Official transcripts from all other colleges and universities attended, whether as an undergraduate or graduate student and whether or not credit was awarded.
- A professional résumé/curriculum vitae.

Applications are encouraged from any student meeting these standards regardless of age, disability, gender, national origin, race/color, religion, sex, sexual orientation or veteran status.

The College reserves the right to deny admission to any applicant whose academic history or professional qualifications are judged to be unsuitable for graduate work at William Jewell College.

### Graduate Certificate in Curriculum and Instruction

The admission requirements for the Graduate Certificate in curriculum and instruction are identical to those for admission to the M.S.Ed. program. There are no deadlines for application to the Graduate Certificate option, although applicants must be

admitted at least one week prior to the start of a given term and there must be space remaining in the desired courses.

If a student desires to change his/her program selection (from M.S.Ed. to certificate or vice versa) after admission, the student must resubmit an application noting the changed status desired and submit a transcript of any non-Jewell coursework completed since the initial application.

### Transfer Admission to the Program

There is no transfer admission to the Master of Science in Education program in the sense that all applicants to this program are considered to be first-time graduate applicants.

Applicants can request to have a maximum of 6 credits of graduate-level course work in education from another institution transferred into the program by first arranging to have an official transcript sent to the M.S.Ed. Program Coordinator. If the transfer coursework is deemed by the Education faculty to be equivalent to required work in the program, then the credit will be forwarded to the Registrar for approval. No more than 6 credits of transfer credit can apply toward the M.S.Ed. degree from William Jewell.

### Requirements for Re-admission to the Program

Continuous enrollment is expected in the M.S.Ed. program, the schedule for which is dependent upon the degree or graduate-certificate option selected by the student. Refer to the College's policy on leaves of absence for possible exceptions.

A student who has been away from the College during a fall or spring semester without an approved leave of absence, or who has enrolled in coursework elsewhere during an approved leave of absence, is required to reapply for admission to the M.S.Ed. program. This can be accomplished by completing the M.S.Ed. Application for Admission. Re-admission to the program is required before the student can enroll in any additional courses.

### International Student Application to the Program

All admission policies, documents, credentials, timetables and requirements for domestic students apply to international students.

William Jewell College recognizes degrees from properly accredited international schools and colleges once appropriate official documentation is received

## Graduate Programs in Education *continued*

and, if necessary, translated. Students who have earned college-level credit at institutions outside the United States must normally submit a transcript for such work for evaluation on a course-by-course basis to a member of the National Association of Credential Evaluation Services ([www.naces.org](http://www.naces.org)), with results to be forwarded directly to William Jewell.

Because the Master of Science in Education program requires applicants to be practicing teachers in the United States, it is assumed that International applicants already have obtained permanent residency status or have been sponsored by their employer. Documentation of visa status is required for application to this program from anyone who is not a U.S. citizen. All students in the M.S.Ed. program are expected to support themselves and to make their own living arrangements.

International applicants must prove English language competency in at least one of the following ways:

1. A minimum score of 550 (paper based) or 79-80 (web based) on the Test of English as a Foreign Language (TOEFL).
2. A minimum score of 6.0 on the International English Language Testing System (IELTS).
3. A minimum score of 450 on the verbal component of the SAT or 22 on the ACT.
4. Grades of B or higher in English composition courses where English is the institutional language of instruction.
5. Successful completion of a NAFSA recognized ESL program.

### Restrictions on Enrollment

Students who have been admitted to the undergraduate teacher-education program at William Jewell College are permitted to enroll in EDU 501 as a part of their undergraduate curriculum. Their enrollment in other graduate-level courses in education requires the permission of the department; however, hours earned from graduate-level courses besides EDU 501 will not be counted toward an undergraduate degree at the College. Otherwise, registration in graduate-level courses in education is restricted to students who have been admitted to a graduate program in education by the time of enrollment.

### Unclassified Students

Persons who do not desire to earn a degree or certificate may take courses from this program while categorized as “unclassified students.” An unclassified

graduate student may earn a maximum of 16 hours from courses in the M.S.Ed. program without having gone through the regular admission process.

### Goals for Student Learning

Teachers must differentiate instruction to promote learning of the stated curriculum by every student. This requires a complex set of knowledge and skills that grows over time and represents a significant challenge. This program is designed to help teachers who want to improve their ability to:

- enhance student motivation by making the curriculum more meaningful and appropriately challenging for every student.
- remove artificial boundaries to help every student progress and to be engaged in learning continuously.
- develop critical and creative thinking in their students so that students can innovate, problem-solve and create new knowledge and skills not only for themselves but also for the whole class and community.
- develop skills in their students (inquiry, research, communication, thinking, integration, media, perspective-taking, visual processing, kinesthetic) to allow students to maximize their capabilities and to contribute to society.
- plan for and implement instruction that utilizes P-12 students’ readiness, interests and needs to drive student learning.
- challenge their P-12 students to achieve their full potential.
- identify and implement a variety of learning paths that students can take to advance their learning and skills.
- design and use a variety of formative and summative assessment tools.
- use the data generated from formative and summative assessments as well as standardized instruments to identify and plan instruction to meet student needs.
- plan a curriculum and lessons that facilitate differentiated instruction.
- better align curriculum to objectives to assessments to instruction.
- help students to self-assess their own progress toward learning objectives, to chart their own growth and to direct their own learning.
- reflect on their role as a teacher in a differentiated classroom.
- systematically research the efficacy of a variety of teaching strategies and improve their teaching practice.

## Graduate Programs in Education *continued*

- participate in Professional Learning Communities to promote individual student learning.
- implement a differentiated classroom environment.

With these goals at the center of the M.S.Ed. program's coursework and experiences, the following learning outcomes are produced with the results that graduates of this program will be able to:

1. design effective instruction and adapt curricular resources to address the differences in students' readiness, needs, and interests within his/her classroom.
2. use the basic tenets of educational research to study his/her own classroom and use the results to inform his/her instructional practice.
3. design a data collection plan, including valid and reliable formative and summative assessments, to gather and analyze evidence on student progress towards learning goals and inform instructional practice.
4. communicate the importance of effective instructional practices and describe the important aspects of growth-centered learning environments to colleagues and other publics.

### Program of Study

Coursework for the master's degree is normally completed over a 26-month period.

Many courses in the Master of Science in Education program are offered in a hybrid format, which requires both on-campus and electronic study.

No state-sponsored teacher certification is associated with the awarding of the M.S.Ed. degree or the completion of this graduate certificate program.

### Required Courses

EDU 601	Defining Research in Education (4)
EDU 602	Teacher Action Research (4)
EDU 603	Research Analysis, Synthesis and Presentation (4)

In addition, a minimum of 6 courses (totaling 18 hours or more) must be completed from the following courses:

EDU 501	Introduction to Differentiated Instruction (4)
EDU 502	Differentiated Instruction Toolkit (4)

EDU 503	Effective Assessment and Data Use to Improve Instruction (4)
EDU 504	Diverse Learners (4)
EDU 507	Graduate Instructional Design and Assessment (4)
EDU 540*	Graduate Seminar in Teaching Methods and Strategies (2-4)
EDU 541*	Graduate Seminar in Assessment (2-4)
EDU 542*	Graduate Seminar in Curricular Design and Implementation (2-4)
EDU 543*	Graduate Seminar in Targeted Student Growth (2-4)
EDU 544*	Graduate Seminar in Maintaining a Productive Classroom Environment (2-4)
EDU 610	Special Topics in Education (3)

\* A maximum of 15 hours from EDU 540 – 544 may be counted toward the M.S.Ed. degree. A maximum of 4 total credits from any one of these courses can be counted toward the M.S.Ed. degree.

Satisfactory completion of a total of at least 30 credits of graduate coursework with a grade of B- or better in each course and a graduate GPA of at least 3.0 is required for earning the master's degree in education.

Teachers who are admitted for graduate study in the M.S.Ed. program but who do not wish to earn the master's degree will earn the William Jewell Graduate Certificate in Education upon successful completion of 15 credit hours of study in the M.S.Ed. curriculum. No transfer courses will be counted toward the Graduate Certificate. A minimum graduate GPA of 3.0 is required for the Certificate.

### Acceptable Progress

The following criteria are used to determine whether or not a student in the Master of Science in Education program is making acceptable progress:

- A grade of B- or higher in every course completed
- Consistent enrollment in required coursework
- Attendance in on-campus courses and timely submission of course work in all courses

If a student is not meeting the above criteria, the student will be counseled and may be asked to leave the program.

## Graduate Programs in Teaching *continued*

### Master of Arts in Teaching

#### Admission Requirements

To be considered for admission to the M.A.T. program at William Jewell College, applicants must provide appropriate documentation of meeting the following requirements:

- A completed Application for Admission, available at [www.jewell.edu/apply](http://www.jewell.edu/apply).
- An official transcript from a regionally-accredited college or university showing the awarding of a bachelor's degree in a field that is related to the prospective teaching area.
- Official transcripts from all other colleges and universities attended, whether as an undergraduate or graduate student and whether or not credit was awarded.
- A minimum GPA of 3.0, based on a 4.0 scale, in the content area(s) most closely related to the prospective teaching field and a GPA of 3.0 in any completed Education course work.
- Completion of a structured interview.
- A professional résumé/curriculum vitae.
- Evidence of passing the Missouri State Content Assessment in the prospective teaching field, OR
- In the case of provisional admission, submit a timeline and plan for passing the Missouri State Content Assessment (MoCA) in the prospective teaching field. The MoCA must be passed prior to the end of the first semester in the program. [It is in the applicant's best interest to pass the MoCA prior to starting the program. The M.A.T. student enrolls at his/her own risk until the MoCA is passed because this test is required for Missouri teacher certification.]

Applications are encouraged from any student meeting these standards regardless of age, disability, gender, national origin, race/color, religion, sex, sexual orientation or veteran status.

The College reserves the right to deny admission to any applicant whose academic history or professional qualifications are judged to be unsuitable for graduate work at William Jewell College.

#### Transfer Admission to the Program

There is no transfer admission to the Master of Arts in Teaching program in the sense that all applicants to this program are considered to be first-time graduate applicants.

Applicants who have done undergraduate teacher education course work elsewhere may transfer undergraduate courses toward requirements of teacher certification if the work is deemed by the Education faculty to be similar to undergraduate coursework done at William Jewell and if grades of B or better were earned in the courses.

Applicants may request to have a maximum of 6 hours of graduate-level course work in education from another institution transferred into the program. If the transfer coursework is deemed by the Education faculty to be similar to required work in the program, then the credit will be forwarded to the Registrar for approval. No more than 6 credits of transferred graduate credit can apply toward the M.A.T. degree from William Jewell although other courses may apply toward Missouri teacher certification requirements.

#### Requirements for Re-admission to the Program

Continuous enrollment is expected in the M.A.T. program, the schedule for which is dependent upon the one-year or two-year option selected by the student. Refer to the College's policy on leaves of absence for possible exceptions.

A student who has been away from the College during a fall or spring semester without an approved leave of absence, or who has enrolled in coursework elsewhere during an approved leave of absence, is required to reapply for admission to the M.A.T. program. This can be accomplished by completing the M.A.T. Application for Admission. Re-admission to the program is required before the student can enroll in any additional courses.

#### International Student Application to the Program

All admission policies, documents, credentials, timetables and requirements for domestic students apply to international students.

William Jewell College recognizes degrees from properly accredited international schools and colleges once appropriate official documentation is received and, if necessary, translated. Students who have earned college-level credit at institutions outside the United States must normally submit a transcript for such work for evaluation on a course-by-course basis to a member of the National Association of Credential Evaluation Services ([www.naces.org](http://www.naces.org)), with results to be forwarded directly to William Jewell.

## Graduate Programs in Teaching *continued*

International applicants must prove English language competency in at least one of the following ways:

1. A minimum score of 550 (paper based) or 79-80 (web based) on the Test of English as a Foreign Language (TOEFL).
2. A minimum score of 6.0 on the International English Language Testing System (IELTS).
3. A minimum score of 450 on the verbal component of the SAT or 22 on the ACT.
4. Grades of B or higher in English composition courses where English is the institutional language of instruction.
5. Successful completion of a NAFSA recognized ESL program.

### Restrictions on Enrollment

Students who have been admitted as undergraduates to William Jewell College are permitted to enroll in EDU 501 as a part of their undergraduate curriculum. Their enrollment in other graduate-level courses in education requires the permission of the department; however, hours earned from graduate-level courses besides EDU 501 will not be counted toward an undergraduate degree at the College. Otherwise, registration in graduate-level courses in education is restricted to students who have been admitted to a graduate program in education by the time of enrollment.

Undergraduates at William Jewell who will be graduated with a major in a content discipline may enroll for undergraduate Education courses required for teacher certification that are an addendum to graduate credit in the MAT. Students who desire to do so should consult an advisor in Education before registering to avoid duplication.

### Goals for Student Learning

The mission of the Department of Education is to produce intentional, professional teachers. Graduates of the teacher education program:

- possess strong content knowledge and the ability and inclination to continue to acquire knowledge;
- are effective at producing student learning;
- actively value human diversity;
- are technologically proficient;
- research, analyze, synthesize and evaluate new information/points of view/instructional practices;
- practice and acquire new skills;
- use their knowledge and skills to teach effectively;

- engage in reasoned teaching practice to reflect on and improve their own practice and the schooling system for the benefit of K-12 students; and
- advance equity and justice.

Teacher education is a professional program of study that leads to teacher certification and acquisition of the skills and knowledge required for intentional, effective teaching. Teachers prepared at William Jewell College view teaching as a moral activity that requires reasoned teaching practice including reflection about multiple factors that influence the learning of K-12 students. To produce effective, intentional teachers, the Department of Education collaborates with other academic departments in the College and with schools in the community to provide an integrated sequence of high-quality courses and developmental fieldwork experiences in K-12 schools. This program of study thus produces the following outcomes in students who complete the program.

### Learning Outcomes

Teachers who graduate from William Jewell College's teacher education program will:

1. promote learning that considers the developmental differences, multiple needs, wide range of readiness levels, and diverse backgrounds of all students;
2. design, implement and deliver clear, accurate, effective coherent, standards-based instruction using high leverage teaching strategies;
3. design and implement effective, standards-based assessments which produce useful data about their K-12 students' performance and use that evidence to inform and modify future instructional planning and implementation;
4. manage the classroom environment to create a respectful, culturally responsive, and productive classroom that promotes effective learning; and
5. become reflective practitioners by gathering and using information from colleagues, supervisors, professional organizations, and research in order to improve their own practice and the contexts in which they teach.

### Program of Study

Coursework for the M.A.T. degree is normally completed over a 12-month or 24-month period. The sequence of courses for both trajectories can be obtained from the Department of Education.

## Graduate Programs in Teaching *continued*

### Areas of Certification

Completion of all courses in the Master of Arts in Teaching program *along with the appropriate required additional undergraduate coursework* leads to teacher certification in either grades 9-12 or K-12 for candidates with a baccalaureate degree in the following teaching fields:

- Art (K-12)
- Biology (9-12)
- Business (9-12)
- Chemistry (9-12)
- Chinese (K-12)
- Earth Science (9-12)
- English (9-12)
- Family and Consumer Science (K-12)
- French (K-12)
- German (K-12)
- Health (K-12)
- Journalism (9-12)
- Marketing (9-12)
- Mathematics (9-12)
- Music - Instrumental (K-12)
- Music - Vocal (K-12)
- Physical Education (K-12)
- Physics (9-12)
- Social Science (9-12)
- Spanish (K-12)
- Speech/Theatre (9-12)

Because this is a teacher certification program, students in the Master of Arts in Teaching program must follow all policies and procedures and meet all requirements in the Teacher Education Student Handbook, Student Teaching Manual, and in the online Policy Library referenced in both of those texts.

### Disclosure

The Master of Arts in Teaching program is an alternative teacher certification program approved by the State of Missouri and meets requirements for teacher certification in the State of Missouri in the areas offered (Art, Biology, Business, Chemistry, Chinese, Earth Science, English, Family & Consumer Science, French, German, Health, Journalism, Marketing, Mathematics, Music (instrumental or vocal), Physics, Physical Education, Spanish, Social Science, Speech & Theatre).

Determinations regarding professional licensure and certification eligibility associated with this program are outlined below.

- The Program meets the educational requirements for professional licensure and/or alternative certification as a **PROFESSION** in Missouri.
- A determination has not been made as to whether or not the program meets the educational requirements for professional licensure and/or certification as a **PROFESSION** in Alabama, Alaska, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington (State), West Virginia, Wisconsin, Wyoming, Washington – District of Columbia, American Samoa, Guam, the U.S. Virgin Islands or the Commonwealths of Puerto Rico and the Northern Marianas Islands.

NOTE: Each state has varying regulations on alternative certification. Alternative certificates may or may not be recognized by other states.

- Unlike some other alternative programs, Jewell's M.A.T. degree requires student teaching which is useful in many states for achieving teacher certification.
- The Jewell Certification Officer works closely with graduates who desire certification in other states.

Any student or prospective student who has questions should contact the Jewell Teacher Certification Officer for more information.

### Required Courses

EDU 501	Introduction to Differentiated Instruction (4)
EDU 504	Diverse Learners (4)
EDU 507	Graduate Instructional Design and Assessment (4)
EDU 510	Graduate Student Teaching I (4)
EDU 511	Graduate Student Teaching II (6)
EDU 520	Graduate Teaching Seminar (4)
EDU 601	Defining Research in Education (4)

If a candidate has successfully completed the undergraduate equivalent of any course listed above with a grade of B or better, this equivalent will be counted toward teacher certification but not



## Graduate Programs in Teaching *continued*

requirements of the M.A.T. degree. In this event, the candidate will complete any other EDU graduate coursework of interest as a part of the credits required for the master's degree.

Satisfactory completion of a minimum of 30 credits of graduate coursework in education, with at least 24 hours earned at William Jewell, with a grade of B- or better in each course and with a graduate GPA of at least 3.0 is necessary for earning the M.A.T. degree.

Certification in the teaching field will also require undergraduate coursework that, except for music, can be fit into a 12- or 24-month program. Music may be possible to complete within the 24-month program. See the program's website for details.

### Acceptable Progress

The following criteria are used to determine whether or not a student in the Master of Arts in Teaching program is making acceptable progress:

- A grade of B- or higher in every course completed
- Consistent enrollment in required course- work
- Attendance in on-campus courses and timely submission of course work in all courses

If a student is not meeting the above criteria, the student will be counseled and may be asked to leave the program.

## Graduate Course Descriptions

### EDU 501 Introduction to Differentiated Instruction (4 cr. hrs.)

A course in which the four essential principles of differentiated instruction (environment, curriculum, instruction and assessment) will be studied against real classroom applications. Emphasis will be given to acquisition of a growth mindset and knowledge and skills that promote growth and a growth mindset in individual K-12 students. Differentiated instruction concepts of readiness, interests and learning profile will be explored in depth including how teachers meet specific student needs, including low SES (Socioeconomic Status) and ELL (English Language Learner) students, through regular instruction. The essentials of UBD (Understanding By Design) and Standards Based instruction will be reviewed to facilitate effective instructional planning for differentiation.

### EDU 502 Differentiated Instruction Toolkit (4 cr. hrs.)

A course in which teachers will acquire and apply research-based differentiated teaching methodologies and strategies. Teachers will understand how to use assessment data and contextual information to inform individualized and group instructional planning and implementation. Teachers will learn how to create flexible activities and assignments that assist every student to achieve instructional objectives and how to create a classroom environment that allows for students to work toward the same objectives in different ways.

### EDU 503 Effective Assessment and Data Use to Improve Instruction (4 cr. hrs.)

This course explores how assessment informs differentiated instruction and how assessments can be adapted for a variety of learners while still helping all students to achieve the same instructional objectives. Class members will explore a variety of assessment techniques that teachers can use to obtain information to drive instructional planning and modification. The practice of standards-based teaching to mastery will be examined including how to define different, sequential, levels of student performance and strategies for helping students to direct their own learning to accomplish instructional objectives (to learn at increasingly higher levels).

### EDU 504 Diverse Learners (4 cr. hrs.)

This course examines the range of cognitive, physical, and socio-emotional development of children and adolescents with special attention to how such growth and development influence learning. Students will identify student needs related to developmental level, language (including ELL), special education condition, patterns of thinking, and undiagnosed learning challenges. Students will define the readiness of individual students in specific classrooms and will consider the instructional implications thereof. Attention will also be paid to debunking stereotypes in order to consider the needs of children/ adolescents whose lives are influenced by environmental factors such as poverty, homelessness, discrimination and trauma. Teachers in this class will refine their system for considering the needs of every student in order to challenge every learner in their ZPD.



## Graduate Programs in Teaching *continued*

### **EDU 507 Graduate Instructional Design and Assessment (4 cr. hrs.)**

This course will examine the practice of backward design. Students will learn and practice a range of instructional and assessment techniques and use of assessment data to inform group and individual instructional planning, implementation and assessment to produce targeted student achievement. The appropriate use and interpretation of various assessments will be identified. The essential elements of differentiated instruction will be introduced. Includes literature review on topic agreed to by the instructor. Prerequisite: admission to M.A.T. program.

### **EDU 510 Graduate Student Teaching I (4 cr. hrs.)**

The first in a set of two required culminating experiences in the graduate secondary education program leading to 9-12 or K-12 content teaching performance. This course provides for the education graduate student to teach in a K-12 classroom pertinent to their teaching level/field as is required by teacher certification requirements. 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 in the classroom. The principal and other school personnel cooperate to include, as nearly as possible, all the experiences of a contract teacher. Students must successfully complete the required teaching performance assessment/portfolio before receiving a grade in student teaching. See Student Handbook for admission requirements and general policies governing the program. Students will design a classroom based research project. Prerequisite: admission to M.A.T. program.

### **EDU 511 Graduate Student Teaching II (6 cr. hrs.)**

The second in a set of two required culminating experiences in the graduate secondary education program leading to 9-12 or K-12 content teaching performance. This course and its mate, EDU 510, provide for the education major to teach in a K-12 classroom pertinent to their teaching level/field for this full semester as is required by teacher certification requirements. 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 teaching the students in the classroom. The principal

and other school personnel cooperate to include, as nearly as possible, all the experiences of a contract teacher. Students must successfully complete the required teaching performance assessment/ portfolio before receiving a grade in student teaching. See Student Handbook for admission requirements and general policies governing the program. Students will complete a classroom based research project focused on classroom practice. Prerequisite: EDU 510.

### **EDU 520 Graduate Teaching Seminar (4 cr. hrs.)**

This course focuses on the applied study, practice and analysis of teaching strategies and skills needed to meet the needs of all students. Topics include classroom management; lesson planning; lesson implementation including effective questioning, conducting productive discussions, reaching students with different learning styles/abilities/ cultural backgrounds, using cooperative learning groups and effective assessment; and systematic reflective practice to improve the instructional process including instructional and ethical decision- making. Includes completion of the required performance assessment. Taken concurrently with student teaching. Includes research analysis paper based on classroom research. Prerequisite: admission to M.A.T. program.

### **EDU 540 Graduate Seminar in Teaching Methods and Strategies (2 – 4 cr. hrs.)**

Students will study emerging teaching methods/ strategies in the context of their classroom/school/ district and apply those in their classroom. Students will plan and implement instruction using the new methods/strategies and track and analyze learning results. This course can be repeated with or without a change of topic, but a maximum of 4 credit hours from EDU 540 can be applied toward the M.S.Ed. degree.

### **EDU 541 Graduate Seminar in Assessment (2 – 4 cr. hrs.)**

Students will gain knowledge of new or specific assessment models and/or processes, considering the usefulness of each for various instructional purposes. Students will make informed decisions about which assessment to employ and how to implement assessments to yield accurate evidence of student learning. This course can be repeated with or without a change of topic, but a maximum of 4 credit hours from EDU 541 can be applied toward the M.S.Ed. degree.

## Graduate Programs in Teaching *continued*

### **EDU 542 Graduate Seminar in Curricular Design and Implementation (2 – 4 cr. hrs.)**

Students will work individually or collaboratively to examine new or revised curricula or curricular models. Students will select and implement a curriculum or curricular model designed to increase student learning growth and study resulting student outcomes to determine effectiveness. This course can be repeated with or without a change of topic, but a maximum of 4 credit hours from EDU 542 can be applied toward the M.S.Ed. degree.

### **EDU 543 Graduate Seminar in Targeted Student Growth (2 – 4 cr. hrs.)**

Student (teacher) will acquire knowledge and skills to better meet individual student needs and utilize that knowledge to more effectively instruct individuals and groups of students in their classroom. Student (teacher) will track individual student learning levels over time and adjust instruction intentionally to promote optimal learning for every student. This course can be repeated with or without a change of topic, but a maximum of 4 credit hours from EDU 543 can be applied toward the M.S.Ed. degree.

### **EDU 544 Graduate Seminar in Maintaining a Productive Classroom Environment (2 – 4 cr. hrs.)**

Students will explore nascent theories/practices about student needs/motivation and how these relate to effective learning. Applying these ideas to their own classroom environment students will reflect on the array of factors that influence class environment and adjust their instructional practices as needed to create a productive learning environment for all. This course can be repeated with or without a change of topic, but a maximum of 4 credit hours from EDU 544 can be applied toward the M.S.Ed. degree.

### **EDU 601 Defining Research in Education (4 cr. hrs.)**

A course in which teachers will explore how to conduct research in their own classroom in the context of differentiated instruction. The essential elements of teacher action research will be studied. Teachers will identify a classroom problem that could be addressed through differentiated instruction and explore research designs that might help them to study that practice.

### **EDU 602 Teacher Action Research (4 cr. hrs.)**

Teachers in this course will apply knowledge of action research to design and implement an original action research study. Teachers will identify a problem, design an action research study and collect and analyze data in order to improve their students' learning outcomes.

### **EDU 603 Research Analysis, Synthesis and Presentation (4 cr. hrs.)**

Teachers will analyze data from action research projects involving their own students and synthesize their results for presentation to colleagues and other education professionals. Topics studied will include techniques for analyzing qualitative and quantitative data, strategies for representing results in a research study and methods for determining the effectiveness of interventions. Teachers will discuss the findings and implications of their research in a completed action research study fit for publication, presentation to building/ district leadership or use in professional development workshops.

### **EDU 610 Special Topics in Education (3 cr. hrs.)**

A graduate level course providing students the opportunity to study educational topics of interest or related to the teaching profession. Topics will vary and the course may be taken more than once under a different topic. Students will engage in in-depth study and analysis of a current topic or practice in education as approved by the instructor. Study and analysis is broadly construed in order to facilitate a variety of student projects (i.e., documentary research and historical analysis; applying psychological theories to educational practice; analysis of public policy; comparative educational practices, etc.).

## Music

Chair: Professor Ian Coleman

Distinguished Faculty Artist and Director of the Artist

Diploma: Daniel Belcher

Associate Professor: Anthony Maglione

Director of Opera and Stagecraft: Kathleen Smith  
Belcher

>> [www.jewell.edu/artist-diploma](http://www.jewell.edu/artist-diploma)

### Artist Diploma in Voice

#### Admission Requirements

To be considered for admission to the program leading to an Artist Diploma in Voice applicants must provide appropriate documentation and meet the following requirements:

- A completed Application for Admission, available at [www.jewell.edu/apply](http://www.jewell.edu/apply).
- An official transcript from a regionally-accredited college or university showing the awarding of a bachelor's degree in an appropriate field.
- Official transcripts from all other colleges and universities attended, whether as an undergraduate or graduate student and whether or not credit was awarded.
- A minimum overall undergraduate GPA of 3.0 based on a 4.0 scale.
- A minimum GPA of 3.0 in all music courses.
- A letter of recommendation from the most recent voice teacher.
- Optional: A letter of recommendation from another professional with whom you have recently worked.
- A résumé/curriculum vitae.
- All applicants must complete an audition. Auditions should be live, and normally will occur on campus. However, in some cases auditions may be scheduled off campus at a mutually agreed upon location. In rare cases, video (uploaded) performances will be accepted after consulting with the Director of the Artist Diploma.

Applications are encouraged from any student meeting these standards regardless of age, disability, gender, national origin, race/color, religion, sex, sexual orientation or veteran status.

The College reserves the right to deny admission to any applicant whose academic history or personal qualifications are judged to be unsuitable for graduate work at William Jewell College.

#### Transfer Admission to the Program

There is no transfer admission to this program in the sense that graduate-level work done at other institutions will not be accepted as meeting requirements of the Artist Diploma in Voice.

#### Requirements for Re-admission to the Program

Continuous enrollment is expected in this program. Refer to the College's policy on leaves of absence for possible exceptions.

A student who has been away from the College during a fall or spring semester without an approved leave of absence, or who has enrolled in coursework elsewhere during an approved leave of absence, is required to reapply for admission to this program. Re-admission to the program is required before the student can enroll in any additional courses.

#### International Student Application to the Program

All admission policies, documents, credentials, timetables and requirements for domestic students apply to international students.

William Jewell College recognizes degrees from properly accredited international schools and colleges once appropriate official documentation is received and, if necessary, translated. Students who have earned college-level credit at institutions outside the United States must normally submit a transcript for such work for evaluation on a course-by-course basis to a member of the National Association of Credential Evaluation Services ([www.naces.org](http://www.naces.org)), with results to be forwarded directly to William Jewell.

International applicants must prove English language competency in at least one of the following ways:

1. A minimum score of 550 (paper based) or 79-80 (web based) on the Test of English as a Foreign Language (TOEFL).
2. A minimum score of 6.0 on the International English Language Testing System (IELTS).
3. A minimum score of 450 on the verbal component of the SAT or 22 on the ACT.
4. Grades of B or higher in English composition courses where English is the institutional language of instruction.
5. Successful completion of a NAFSA recognized ESL program.

## Graduate Programs in Music *continued*

### Goals for Student Learning

Graduates with an Artist Diploma in Voice will:

- exhibit technical and artistic expertise in the performance of vocal literature that is appropriate for their age and voice type, preparing them for entry into the performing arts community and
- critically analyze and comprehend the foundational principles of the performing arts music business in order to develop a comprehensive marketing strategy while scaffolding a coherent career trajectory

### Program of Study

Coursework for the Artist Diploma in Voice is normally completed over a two-year period, with six hours of credit earned in each of four semesters. The sequence of courses can be obtained from the Department of Music.

### Required Courses

The following three courses must be taken four times each:

MUS 500	Applied Voice and Lyric Diction (2)
MUS 510	Performance Application (1)
MUS 520	Performance Coaching (1)

MUS 610	The Singer-Actor I (1)
MUS 615	Professional Engagement Seminar I (1)
MUS 620	The Singer-Actor II (1)
MUS 625	Professional Engagement Seminar II (1)
MUS 630	The Singer-Actor III (1)
MUS 635	Professional Engagement Seminar III (1)
MUS 640	The Singer-Actor IV (1)
MUS 645	Professional Engagement Seminar IV (1)

Satisfactory completion of the above 24 credits of coursework with a grade of B- or better in each course is required for earning the Artist Diploma in Voice.

### Acceptable Progress

The following criteria are used to determine whether or not a student in this program is making acceptable progress:

- A grade of B- or higher in every course completed
- Consistent enrollment in required coursework
- Active participation in all courses

If a student is not meeting the above criteria, the student will be counseled and may be asked to leave the program.

## Graduate Course Descriptions

### MUS 500 Applied Voice and Lyric Diction (2 cr. hrs.)

Students will build on the pedagogical foundation of their previous vocal study, by reviewing the physiological structures of the vocal instrument and exploring new methodologies in healthy singing. Tailored exercises, along with refined diction strategies will be the focus of one weekly lesson; weekly lesson two will demand that the student synthesize their learning while working with their teacher and accompanist. This course may be taken four times with credit applied to the Artist Diploma in Voice.

### MUS 510 Performance Application (1 cr. hr.)

Students will receive credit for assigned performances in various, adjudicated settings. The synthesis of work in MUS 500 and MUS 520 will particularly be observed. All performances will be assessed by the program faculty, occasionally in consultation with outside industry professionals. A minimum of four solo performances, one per semester, will provide opportunity for observable, demonstrable progress. This course may be taken four times with credit applied to the Artist Diploma in Voice.

### MUS 520 Performance Coaching (1 cr. hr.)

Students will receive individual coaching sessions on advanced vocal repertoire, including opera arias and art song, with attention specifically on musical and linguistic nuance. Emphasis will be placed on practical application – e.g. textual nuance, language, inflection, pronunciation and interpretation of repertoire in preparation for performance. This course may be taken four times with credit applied to the Artist Diploma in Voice.

### MUS 610 The Singer-Actor I (1 cr. hr.)

An introduction to and exploration of different schools of acting technique, including but not limited to Stanislavsky, Meisner and Strasberg. Other viewpoints will be considered, if time allows. The primary focus will be how these particular methods apply to opera arias and art song.

### MUS 615 Professional Engagement Seminar I (1 cr. hr.)

An introduction to the professional industry of classical vocal performance. Guest faculty seminars will focus primarily on the structure, scope, and diversity of entry-level young artist programs. A basic knowledge

## Graduate Programs in Music *continued*

and overview of management, self-promotion and marketing one's 'product' will be explored, critiqued and articulated in various ways.

### **MUS 620 The Singer-Actor II (1 cr. hr.)**

This course is a continued exploration of acting techniques introduced in MUS 610. Students will learn how to dramatically analyze a score/art song, together with movement and staging basics, which include exercises for self-awareness and flexibility. Character development will necessarily be explored as students focus on in-depth analysis of individual songs/arias. Prerequisite: MUS 610.

### **MUS 625 Professional Engagement Seminar II (1 cr. hr.)**

Guest faculty seminars will focus on fostering conductor and director relationships, and importance of networking within the classical vocal performance industry. Practical application will include the development of networking techniques, communication skills and a growing understanding and articulation of expectations for the young and developing artist. The critiquing of marketing strategies learned in MUS 615 will occur, as well. Additional work will include master classes with visiting artists and the refining of audition techniques. Prerequisite: MUS 615.

### **MUS 630 The Singer-Actor III (1 cr. hr.)**

This course builds on the material learned in MUS 610 & 620, introducing a more advanced application of chosen acting techniques. Entire operatic scene work will be undertaken, as well as working with a partner or partners to execute the dramatic possibilities. Students will also be introduced to stage combat, historical styles of movement, e.g. Baroque, Realist, Symbolist. Basic dance movements will be introduced, especially those used in the standard operatic repertoire. Prerequisite: MUS 620.

### **MUS 635 Professional Engagement Seminar III (1 cr. hr.)**

The continuing development of one's audition package, materials, publicity and marketing will be the prime focus. The goal of this course will be the development of an engaging and effective artistic application package that meets and exceeds the standards expected within the industry. Instructors will critique the materials under development and clarify the role of

artist management within the music business. Guest faculty seminars will include agents, artistic directors and administrators of professional opera companies. Prerequisite: MUS 625.

### **MUS 640 The Singer-Actor IV (1 cr. hr.)**

The culmination and synthesis of this course in the sequence will incorporate all of the methods, techniques and styles learned in MUS 610, 620 and 630. The final outcome will be a sophisticated, nuanced, and mature dramatic interpretation of individualized audition materials for presentation. Prerequisite: MUS 630.

### **MUS 645 Professional Engagement Seminar IV (1 cr. hr.)**

This course will focus on the synthesizing of knowledge and experiences encountered in earlier semesters (MUS 615, 625, & 635). Audition preparation for young artist programs hold prominence. Guest faculty seminars will include mock and actual auditions for appropriate programs, audition master classes and career development sessions with professionals in the classical voice industry. Constant feedback will be given to each student as she or he prepares to enter the professional level appropriate to their skill. Prerequisite: MUS 635.

# College Personnel

## Faculty

(Date after name indicates year of first appointment.)

### CORE CURRICULUM

**Laurie C. Accardi, 1994, Director of the Core Writing Program and Assistant Professor.** B.A., Webster University; M.A., University of Maine; Ph.D., University of Kansas

### DEPARTMENT OF BIOLOGY

**Nathan A. Jud, 2018, Assistant Professor of Biology.** B.S., Ohio University; Ph.D., University of Maryland College Park

**Paul D. Klawinski, 2000, Professor of Biology.** B.S., M.S., Stephen F. Austin State University; Ph.D., University of Texas-Arlington

**Lilah L. Rahn-Lee, 2015, Associate Professor of Biology.** A.B., Bryn Mawr College; Ph.D., Harvard University

**Rose M. Reynolds, 2012, Dr. Burnell Landers Professor of Biology; Associate Professor of Biology and Chair.** B.S., Arizona State University West; Ph.D., University of Illinois at Urbana-Champaign

**Joseph D. Shih, 2019, Assistant Professor of Biology.** B.A., Rutgers University; Ph.D., Harvard University

**Bhupinder P. S. Vohra, 2014, Monte Harmon Professor of Biology; Associate Professor of Biology.** M.Sc., Ph.D., Kurukshetra University

### DEPARTMENT OF BUSINESS AND LEADERSHIP

**Yuriy O. Bots, 2013, John W. Boatwright Professor of Economics; Associate Professor of Economics.** B.A., M.S., Ivano-Frankivsk National Technical University of Oil and Gas; M.S., Ph.D., Purdue University

**Tabetha L. Hazels, 2016, Assistant Professor of Business.** B.S., William Jewell College; M.B.A., J.D., University of Kansas

**Christopher M. McCullick, 2013, Associate Professor of Accounting.** B.S., M.Acc., Missouri State University; C.P.A., Missouri

**Kelli J. Schutte, 2004, Professor of Business and Chair.** B.A., Calvin College; M.B.A., Western Michigan University; Ph.D., Michigan State University

**Kevin W. Shaffstall, 2001, Assistant Professor; Director of the Pryor Leadership Studies Program.** B.S., Kansas State University; M.A., Webster University

**Thomas M. Vansaghi, 2015, Assistant Professor of Nonprofit Leadership.** B.S., Northwest Missouri State University; M.P.A., University of Missouri-Columbia; Ph.D., University of Missouri-Kansas City

### DEPARTMENT OF CHEMISTRY AND BIOCHEMISTRY

**Anne C. Dema, 1993, Professor of Chemistry; Provost.** B.S., Pittsburg State University; Ph.D., Vanderbilt University

**Aaron M. Keller, 2015, Associate Professor of Chemistry.** B.S., Washburn University; M.S., Ph.D., Cornell University

**Jason A. Morrill, 2004, Professor of Chemistry and Chair.** B.S., Central Missouri State University; Ph.D., University of Missouri-Kansas City

**E. Shane Price, 2008, Associate Professor of Chemistry.** B.A., William Jewell College; Ph.D., University of Kansas

### DEPARTMENT OF COMMUNICATION

**Deborah L. Chasteen, 2001, A. Major and Dorothy Hull Chair of Communication in Business and Leadership; Professor of Communication; Director of Academic Advising.** B.A., William Jewell College; M.A., Central Missouri State University; Ph.D., University of Kansas

**Joshua F. Hoops, 2012, Associate Professor of Communication and Chair.** B.A., M.A., Wheaton College; M.A., California State University-Long Beach; Ph.D., Washington State University

**Gina E. Lane, 1985, Professor of Communication.** B.S., Northwest Missouri State University; M.A., University of Arkansas; Ph.D., University of Kansas

**Adam C. Testerman, 2020, Assistant Professor of Communication; Director of Debate.** B.A., Texas Tech University; M.S., Portland State University

## College Personnel *continued*

### DEPARTMENT OF EDUCATION

**Donna M. Gardner, 2003, The Frances S. Evans Chair in Education; Professor of Education and Chair.** B.A., B.S.Ed., M.A., Northeast Missouri State University; Ph.D., Saint Louis University

**Jeanine L. Haistings, 2006, Professor of Education.** B.S., William Jewell College; M.Ed., University of Memphis; Ph.D., University of Kansas

**Claudia J. McVicker, 2014, Professor of Education.** B.S., Kansas State University; M.S.Ed., Fort Hays State University; Ph.D., Kansas State University

**Michael R. Stoll, 2011, Assistant Professor of Education.** B.A., Haverford College; M.A., M.S., Northwestern University; Ph.D., New York University

### DEPARTMENT OF ENGINEERING

**Taqsim Husnain, 2017, Assistant Professor of Engineering.** B.S., Bangladesh University of Engineering and Technology; M.Eng., Asian Institute of Technology; M.S., Virginia Polytechnic Institute; Ph.D., The George Washington University

**Will D. Lindquist, 2016, Associate Professor of Engineering and Chair.** B.S., M.S., Ph.D., University of Kansas

### DEPARTMENT OF ENGLISH

**Jennifer M. Cotter, 2009, Associate Professor of English.** B.A., M.A., Syracuse University; Ph.D., University of Pittsburgh

**Sara L. Morrison, 2005, Professor of English.** B.A., Swarthmore College; M.A., Ph.D., University of Colorado

**Mark J. Walters, 1991, Oxbridge Chair of Languages and Literature; Professor of English and Chair.** B.A., Fort Hays State University; M.A., M.F.A., Wichita State University; Ph.D., University of Kansas

**Ruth C. Williams, 2013, Associate Professor of English.** B.A., Wheaton College; M.F.A., Eastern Washington University; Ph.D., University of Cincinnati

### DEPARTMENT OF HISTORY

**Brendon C. Benz, 2011, Associate Professor of History.** B.A., Taylor University; M.Div., Princeton Theological Seminary; Ph.D., New York University

**Elaine A. Reynolds, 1986, Oxbridge Chair in History; Professor of History.** B.A., State University of New York-Buffalo; M.A., Ph.D., Cornell University

**Christopher D. Wilkins, 2012, Associate Professor of History and Chair.** B.A., Duke University; M.A., Ph.D., Stanford University

### DEPARTMENT OF LANGUAGES

**Benjamin B. Jasnow, 2020, Visiting Assistant Professor of Latin.** B.A., St. John's College; Post Bac., Georgetown University; M.A., Ph.D., University of Virginia

**J. David Lisenby, 2015, Associate Professor of Spanish; Director of Honors Institute.** B.S., Vanderbilt University; M.A., Ph.D., University of Kansas

**Susan M. Myers, 1995, Professor of French.** B.A., Houghton College; M.A., Bowling Green State University; M.A., Ph.D., Indiana University

**Robert S. Wells, 2015, Associate Professor of Spanish and Chair.** B.A., University of Kansas; Ph.D., University of Michigan

### DEPARTMENT OF MATHEMATICS AND DATA SCIENCE

**Erin E. Martin, 2009, Associate Professor of Mathematics and Chair.** B.S., Brigham Young University; M.S., Ph.D., University of Utah

**David M. McCune, 2012, Associate Professor of Mathematics.** B.S., Baylor University; M.S., Ph.D., University of Nebraska-Lincoln

**Azadeh Rafizadeh, 2012, Associate Professor of Mathematics.** B.A., California State University-Northridge; M.S., Ph.D., University of California, Riverside



## College Personnel *continued*

### DEPARTMENT OF NURSING

**Annette K. Behney, 2015, Associate Professor of Nursing.** B.S., Northwest Missouri State University; B.S.N., Creighton University; M.S.N., University of Missouri; D.N.P., University of Missouri-Kansas City

**Kristen L. Blochlinger, 2011, Assistant Professor of Nursing.** B.S.N., Pittsburg State University; M.H.A., Webster University

**Tiffany M. Condren, 2015, Instructor of Nursing and Simulation Coordinator.** B.S.N., M.S.N., Western Governor's University

**Anna M. Kaaiakamanu, 2019, Instructor of Nursing and NAL Coordinator.** B.S., William Jewell College; M.S.N., Western Governor's University

**Leesa A. McBroom, 2003, Professor of Nursing and Chair.** B.S.N., Dominican University of California; M.S.N., University of Missouri-Kansas City; Ph.D., University of Missouri

**Debra S. Penrod, 2011, Assistant Professor of Nursing.** B.S.N., William Jewell College; M.S.N., Jacksonville University

**Patricia D. Richter, 2017, Assistant Professor of Nursing.** B.S.N., St. Luke's College of Health Sciences; M.S.N., University of Central Missouri

**Melissa J. Timmons, 2011, Associate Professor of Nursing.** B.S.N, M.S.N., Rockhurst University

### DEPARTMENT OF PERFORMING ARTS

**Daniel L. Belcher, 2020, Distinguished Faculty Artist; Director of Artist Diploma in Voice.** B.S., William Jewell College; M.M., The Julliard School

**Ian D. Coleman, 2002, Professor of Music and Chair.** B.A., Bath College of Higher Education; P.G.C.E., University of Exeter; M.M., D.M.A., University of Kansas

**Langston F. Hemenway, 2014, Associate Professor of Music; Director of Instrumental Studies.** B.M.E., University of Oklahoma; M.M., University of Kansas; D.M.A., University of Michigan

**Anthony J. Maglione, 2010, Robert H. McKee Professor of Music; Associate Professor of Music; Director of Choral Studies.** B.M., Westminster Choir College of Rider University; M.M., East Carolina University; D.M.A., University of California-Los Angeles

**Dorothy Glick Maglione, 2019, Assistant Professor of Music; Associate Director of Bands.** B.M., East Carolina University; M.M. and Ph.D., University of Kansas

**Christopher M. McCoy, 2015, Assistant Professor of Theatre; Stage Director of Jewell Theatre.** B.S., University of Kansas; M.A., University of Missouri-Kansas City; M.A., Emerson College; Ph.D., University of California-Davis

**Ann Marie Rigler, 2004, Professor of Music; College Organist.** B.Mus., Southern Methodist University; M.S., M.M., University of Illinois; D.M.A., University of Iowa

**Nathan A. Wyman, 1998, Professor of Theatre; Producing Director of Jewell Theatre.** B.A., William Jewell College; M.F.A., Northern Illinois University

### DEPARTMENT OF PHILOSOPHY

**Kenneth D. Alpern, 2006, Senior Tutor of the Oxbridge Honors Program; Professor of Philosophy.** B.A., Kenyon College; M.A., Ph.D., University of Pittsburgh

**Randall C. Morris, 1993, Professor of Philosophy.** B.A., M.A., D. Phil., University of Oxford

**Elizabeth A. Sperry, 1996, Professor of Philosophy and Chair.** B.A., Houghton College; M.A., Ph.D., University of Notre Dame

### DEPARTMENT OF PHYSICS

**D. Blane Baker, 1999, Wallace Hilton Chair of Physics; Professor of Physics.** B.A., William Jewell College; M.A., Ph.D., Washington University (St. Louis)

**Ross W. Cawthon, 2021, Visiting Assistant Professor of Physics.** B.A., Carleton College; Ph.D., University of Chicago

**Mary Margaret Sherer, 2004, Professor of Physics and Chair.** B.S., Emory and Henry College; M.S., Ph.D., University of North Carolina

## **College Personnel** *continued*

### **DEPARTMENT OF POLITICAL SCIENCE**

**Gary T. Armstrong, 1992, Professor of Political Science; Associate Dean for the Core Curriculum.** B.A., University of Oklahoma; Ph.D., Georgetown University

**Fletcher D. Cox, 2015, Associate Professor of Political Science.** B.S., William Jewell College; M.T.S., Harvard University; Ph.D., University of Denver

**W. Alan Holiman, 1997, Professor of Political Science and Chair.** B.A., University of Arkansas; M.A., The Ohio State University; M.A., Ph.D., University of Kansas

**Rein J. Staal, 1995, Professor of Political Science.** B.A., University of California-Santa Cruz; M.A., Ph.D., University of California-Berkeley

### **DEPARTMENT OF PSYCHOLOGICAL SCIENCE**

**Jared M. Bartels, 2018, Associate Professor of Psychological Science.** B.S., Upper Iowa University; M.S., University of Central Missouri; Ph.D., University of Memphis

**Keli A. Braitman, 2012, Professor of Psychological Science and Chair.** B.S., Frostburg State University; M.A., Ph.D., Southern Illinois University

**Patricia A. Schoenrade, 1989, Professor of Psychological Science.** B.A., Purdue University; M.A., Ph.D., University of Kansas

### **LIBRARY FACULTY**

**Rebecca J. Hamlett, 2010, Director of Library Services.** B.A., William Jewell College; M.L.I.S., University of North Texas

**Peter R. Johnson, 2019, Access Services & Resource Librarian.** B.A., Truman State University; M.A., University of Missouri-Columbia

### **OFFICE OF THE REGISTRAR**

**Edwin H. Lane, 1981, College Registrar; Professor Emeritus of Chemistry.** B.S., Ph.D., University of Oklahoma

## College Personnel *continued*

### Emeritus Faculty

**William W. Adams**

Professor of political science, 1955-1989

**Mary Ellen Bleakley**

Professor of education, 1977-2006

**Donald C. Brown**

Professor of music, 1967-2004

**Helen L. Brown**

Professor of music, 1984-2004

**Richard C. Brown**

Assistant professor of communication, 1987-1997

**Arthur R. Buss**

Associate professor of computer studies, 1988-2001

**John A. Canuteson**

Professor of English, 1974-2005

**J. Bradley Chance**

Professor of religion and director of academic advising, 1982-2018

**Edgar R. Chasteen**

Professor of sociology and anthropology, 1965-1995

**Kenneth B. Chatlos**

Professor of history, 1973-2006

**Michael T. Cook**

Professor of economics, 1978-2013

**Judith A. Dilts**

Professor of biology, 1975-2004

**D. Dean Dunham**

Professor of English, 1969-2006

**Ruth B. Edwards**

Professor of nursing, 1973-2018

**W. Arnold Epley**

Professor of music and director of choral studies, 1982-2009

**Fred E. Flook**

Assistant professor of physical education, 1962-1970; 1975-2001

**Ronilue B. Garrison**

Professor of education, 1980-2006

**C. Don Geilker**

Professor of physics, 1968-2004

**Cynthia A. Green**

Professor of education, 1989-2011

**Larry M. Hamilton**

Assistant professor of physical education, 1967-2002

**Kim B. Harris**

Professor of communication and director of theatre, 1979-2012

**Lois Anne Harris**

Professor of communication, 1979-2012

**Milton P. Horne**

Professor of religion, 1986-2018

**R. Thomas Howell**

Professor of history, 2006-2018

**Elizabeth R. Hoyt**

Assistant professor of business, 1981-2016

**David B. Johnson**

Professor of art, 1970-2000

**Jeanne S. Johnson**

Professor of nursing, 1973-1996

**Bonnie S. Knauss**

Assistant professor and librarian, 1969-2002

**Edwin H. Lane**

Professor of chemistry and registrar, 1981-2015

**J. Truett Mathis**

Associate professor of mathematics, 1969-2006

**Vicki L. Meek**

Associate professor of nursing, 1992-2013

**Ian H. Munro**

Professor of English, 1981-2009

**Sylvia F. Nadler**

Professor of physical education, 1990-2004

**Nano A. Nore**

Professor of art, 1988-2018

**C. Ray Owens**

Professor of psychology, 1983-2018

**Calvin C. Permenter**

Professor of music, 1980-2018

**Phillip C. Posey**

Professor of music, 1965-2002

**Sarah E. Powers**

Assistant professor of English, 1983-2002

**Robert L. Quinn**

Assistant professor of art, 2000-2018

## **College Personnel** *continued*

### **Deborah Reed**

Associate professor of business administration, 1979-2011

### **Cecelia A. Robinson**

Professor of English, 1979-2013

### **Phillip W. Schaefer**

Assistant professor of music and director of instrumental activities, 1976-2014

### **M. J. Stockton**

Professor of education, 1972-2002

### **Jimmie E. Tanner**

Dean of the college and provost; Professor of English, 1980-1998

### **Darrel R. Thoman**

Professor of mathematics, 1962-2004

### **Janet L. Thompson**

Professor of nursing, 1978-1991

### **Robert D. Troutwine**

Professor of psychology, 1980-2011

### **Evangeline M. Webb**

Assistant professor of nursing, 1986-2001

### **John D. Westlie**

Professor of French, 1985-2012

### **Michael E. Williams**

Professor of English, 1987-2005

### **Ronald K. Witzke**

Professor of music, 1984-1992, 1995-2021

### **Jane F. Woodruff**

Professor of history and classical languages, 1997-2020

### **John P. Young**

Assistant professor and director of the library, 1964-2005

# Officers of the College 2021-2022

## Administrators

**Eric R. Blair, 2019, Vice President for Enrollment and Marketing.** B.A., William Jewell College; M.P.A., Park University

**Anne C. Dema, 1993, Provost.** B.S., Pittsburg State University; Ph.D., Vanderbilt University

**Joseph L. Garcia, 2020, Vice President for Finance and Operations and Treasurer.** B.S., University of Arizona; M.B.A., University of Central Oklahoma; E.M.L., Georgetown University

**Daniel R. Holt, 2004, Associate Vice President for Institutional Strategy.** B.S., University of Central Missouri; M.B.A., University of Phoenix

**Elizabeth MacLeod Walls, 2016, President.** B.A., Hiram College; Ph.D., Texas Christian University; M.L.E., Harvard University

**Clark W. Morris, 1990, Vice President for Institutional Advancement and Executive Director of the Harriman-Jewell Series.** B.A., William Jewell College; M.B.A., Mid-America Nazarene University

**Rodney D. Smith, 2020, Vice President for Access and Engagement.** B.A., Morris Brown College; M.Ed., Tennessee State University; Ed.D., Tennessee State University

## Board of Trustees 2021-2022

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# ADDENDUM to the William Jewell College 2021-22 catalog

## Nursing

### Major HEALTHCARE MANAGEMENT

Regulations that are outlined in the Nursing Student Handbook specify the quality of work within courses that is considered to be acceptable and also the limited opportunities for repeating required courses before a student is dismissed from the nursing program.

Students who are dismissed from the nursing program at a relatively early stage may be able to use their credits in nursing as electives as they seek a different major at William Jewell. However, students who are dismissed later in the nursing program face a difficult situation in which considerable investment has gone into earning credits that cannot be used toward a major in nursing.

Under the following conditions, a student who is dismissed from the nursing program will be eligible to attempt to earn an alternative degree from William Jewell:

- The student has earned a minimum of 30 hours in residence at Jewell.
- The student is on a traditional curricular track (rather than an accelerated track) in nursing.
- The student has completed successfully (with grades of C- or better) a minimum of 18 hours that can be counted toward requirements for the major in NUR.
- At the end of the term during which the student was dismissed from nursing, the student will have been on a track that puts them within one year of completing the BS degree with a major in nursing.
- The student has expressed interest in pursuing this alternative degree, has been recommended for the alternative degree by the chairs of the Department of Nursing and the Department of Business & Leadership, and has received approval for the alternative degree program from the Provost.

The alternative degree will be a Bachelor of Science degree. The associated major in Healthcare Management will have the requirements listed below.

### Required Courses

18 hours in NUR courses required in the NUR major	
BUS 202	Principles of Management (4)
BUS 301	Human Resource Management (4)
IHC 100	Healthcare Leadership (2)
IHC 102	Healthcare and its Role in Society (2)
IHC 211	Fundamentals of Healthcare Finance (4)
IHC 212	Principles of Healthcare Economics (4)
IHC 302	Healthcare Management (4)

And a minimum of 6 hours from the following:

BUS 305	Marketing Principles (4)
BUS 402	Seminar: The Theory and Practice of Business (2)

Additional hours required in the NUR major

A student in this alternative degree program will be exempt from a course in the CTI Level-2 science category. The student will not be eligible for a minor in integrated healthcare management. The student cannot have a second major.

This program in Integrated Healthcare is currently available only to students who have been dismissed for academic reasons from the nursing program.