

WILLIAM JEWELL COLLEGE

2026-27 Course Catalog

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Introduction – College of Arts and Sciences

Mission and Values Statements

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

The College flourishes by valuing Authentic Engagement, Creative Expression, Courageous Citizenship, Inclusive Communities, Innovative Thought, and Spiritual Exploration.

Accreditation

William Jewell College is accredited by The Higher Learning Commission (hlcommission.org). The following programs are also accredited: Civil Engineering by the Accreditation Board for Engineering and Technology; Education by the Missouri Department of Elementary and Secondary Education; and Music by the National Association of Schools of Music. In addition, Nursing is fully approved by the Missouri State Board of Nursing and accredited by 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 a designated 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 and Deputy Coordinators may be contacted as follows:

Title IX Coordinator

Email: titleix@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 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. (People have a legitimate educational interest if the information will be used in conjunction with the fulfillment of their 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.
- The right to file a complaint with the Student Privacy Policy Office of the United States Department of

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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 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, persons have a disability if they:

- have 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.
- have a record or history of such impairment; or
- are 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 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:

Testing and Accessibility Administrator

Email: accessibilityservices@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.

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 term (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

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for the student to inform the Office of the Registrar immediately of any changes in an address.

State Authorization Reciprocity Agreements

The policies listed below apply only to students who reside outside of the State of Missouri and who take online courses through William Jewell College. The policies appear in Version 25.2 of the State Authorization Reciprocity Agreements (SARA) Policy Manual, published December 16, 2025. William Jewell College must comply with these policies as part of its membership in SARA.

Section 4. Consumer Protection

4.1 Applicability

Provisions of the SARA Policy Manual, including those for consumer protection and the resolution of complaints, apply to interstate distance education offered by participating SARA institutions to students in other SARA states. Only those complaints resulting from distance education courses, activities, and operations provided by SARA-participating institutions to students in other SARA states come under the coverage of SARA. Complaints about a SARA institution's in-state operations are to be resolved under the state's normal provisions, not those of SARA.

4.2 Role of Home State

SARA consumer protection provisions require the home state, through its SARA State Portal Entity, to investigate and resolve allegations of dishonest or fraudulent activity by the state's SARA-participating institutions, including the provision of false or misleading information.

4.3 Examples of Consumer Protection Issues

Examples of issues that may arise in regard to alleged fraudulent activity, violations of SARA policies or more general complaints about improper activities include, but are not limited to:

- a. Veracity of recruitment and marketing materials;
- b. Accuracy of job placement data;
- c. Accuracy of information about tuition, fees, and financial aid;
- d. Complete and accurate admission requirements for courses and programs;
- e. Accuracy of information about the institution's accreditation and/or any programmatic/specialized accreditation held by the institution's programs;
- f. Accuracy of information about whether course work meets any relevant professional licensing requirements or the requirements of specialized accrediting agencies;

- g. Accuracy of information about whether the institution's course work will transfer to other institutions; and
- h. Operation of distance education programs consistent with practices expected by institutional accreditors (and, if applicable, programmatic/specialized accreditors) and/or the C-RAC Guidelines for Distance Education.

4.4 Responsibilities for Resolving Complaints

- a. Institutions operating under SARA policies shall provide their and SARA's complaint resolution policies and procedures to all students taking courses under SARA policies on the institution's website and in the institution's catalog or equivalent information provided either in print or electronically to students when they enroll.
- b. Initial responsibility for the investigation and resolution of complaints resides with the institution against which the complaint is made. Further consideration and resolution, if necessary, is the responsibility of the SARA State Portal Entity and other responsible agencies of the institution's home state (see Sections 2.5 and 4.5).
- c. The State Portal Entity is responsible for conducting the investigation and resolution of complaints that are not resolved at the institutional level. The SARA State Portal Entity may enlist the assistance of other responsible entities in the state in carrying out the work of complaint resolution.
- d. The State Portal Entity is ultimately responsible for ensuring that a valid complaint results in proper redress.
The SARA State Portal Entity may delegate responsibility to investigate and resolve such complaints to another government agency (e.g., a board of regents) or to a special body created to handle SARA complaints for a group of institutions, but must have and retain the function of hearing any appeals from decisions made by other agencies. The SARA State Portal Entity cannot merely have advisory powers; it must have the formal authority to provide final resolution of SARA-related complaints and ultimately to remove any institution, public or independent, from the state's list of SARA-eligible providers if that institution fails to abide by SARA policies.
- e. No SARA member state gives up its ability to investigate misrepresentation, fraud, or other illegal activity by institutions based in other states, including SARA-participating institutions.

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- f. SARA member states retain the ability to use any of their general-purpose criminal or consumer protection laws against an institution that violates those laws. State oversight of distance education delivered by a SARA-participating institution to students in any SARA member state is centralized by SARA policy in the college's home state.
- g. Mandatory arbitration agreements do not pertain to SARA policy, and, as such, SARA participating institutions are not permitted to enforce these on students enrolled under SARA provisions. Disputes between students and institutions on SARA-related matters are to be resolved by the institution's SARA State Portal Entity following the SARA complaint process outlined in Section 4.5 or through other means. Institutions that utilize mandatory arbitration agreements for the resolution of non-SARA complaints or disputes shall provide a disclosure that such agreements must not be applied toward a complaint or dispute that falls within the scope of the SARA Policy Manual.

4.5 Process for Resolving Complaints

- a. Complaints against an institution operating under SARA policies go first through the institution's own procedures for resolution of grievances. Allegations of criminal offenses or alleged violations of a state's general-purpose laws may be made directly to the relevant state agencies.
- b. Complaints regarding student grades or student conduct violations are governed entirely by institutional policy and the laws of the SARA institution's home state.
- c. If the complainant is not satisfied with the outcome of the institution's complaint process, the resolution of the complaint (except for complaints about grades or student conduct violations) may be appealed, within two years of the incident about which the complaint is made, to the SARA Portal Entity in the home state of the institution or to the SARA State Portal Entity of the state in which the student is located.

The SARA State Portal Entity that receives the appeal shall notify the SARA Portal Entity of the institution's home state and provide to the student the contact information of the SARA State Portal Entity of the institution's home state. The resolution of the complaint appeal by the institution's home state SARA Portal Entity, through its SARA state complaint resolution process, will be final, except for complaints that fall under the provision "g" that follows.
- d. The SARA State Portal Entity of the institution's home state shall communicate its final resolution of a

- complaint appeal to the student and to the SARA State Portal Entity in the state where the student lived at the time of the incident leading to the complaint, if known.
- e. While final resolution of complaints (for purposes of adjudication of the complaint and enforcement of any resultant remedies or redress) resides in certain cases with institutions (complaints about grades or student conduct violations), or more generally with the relevant institution's home state SARA Portal Entity (all other complaints), the regional compact(s) administering SARA may consider a disputed complaint as a "case file" if concerns are raised against a SARA member state with regard to whether that state is abiding by SARA policies, as promulgated in the SARA Policy Manual. The regional compact may review such institutional concerns in determining whether a state under its SARA purview is abiding by SARA policies. Similarly, a complaint "case file" may also be reviewed by NC-SARA in considering whether a regional compact is ensuring that its SARA member states are abiding by the SARA policies required for their membership in SARA.
- f. SARA State Portal Entities shall report quarterly to NC-SARA the number and disposition of appealed complaints that are not resolved at the institutional level. NC-SARA shall make that information publicly available on its website. Such data will create transparency and can be used in determining whether a Regional Compact is ensuring that its SARA member states and those states' institutions are abiding by the policies required for state membership and institutional participation in SARA.
- g. Nothing in the SARA Policy Manual precludes a state from using its laws of general application to pursue action against an institution that violates those laws.

4.6 Oversight of Complaint Investigation

Investigation of a SARA-related complaint against an institution requires that a state board, agency, or entity outside the institution's immediate management be available to handle complaints that are not resolved within the institution. A system board responsible for more than one separately accredited institution may serve this role under SARA provisions. A board responsible for only one accredited institution, or which lacks enforcement authority over an institution, cannot serve as the SARA external oversight agency for such an institution. In such circumstances, the institution's home-state SARA State Portal Entity may serve that function.

4.7 Incorporation and use of C-RAC Guidelines

Consumer protection within SARA, in addition to

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dealing with alleged fraudulent activity, also provides for the investigation and resolution of complaints that an institution is operating a course or program contrary to practices set forth in the C-RAC Guidelines in such a way that a student is harmed. (The Interregional Guidelines for the Evaluation of Distance Education [Online Learning] are referred to as “C-RAC Guidelines” in this document). C-RAC Guidelines adopted by the Council of Regional Accrediting Commissions are incorporated in the requirements of SARA as policies. States that join SARA need to base their oversight of SARA activity and their investigative actions on the following expectations. The president or chief academic officer of each institution participating in SARA (whether accredited by a “regional” or other recognized accreditor) shall attest that their institution meets and agrees to comply with the following C-RAC provisions.

- Online learning is appropriate to the institution’s mission and purposes.
- The institution’s plans for developing, sustaining, and, if appropriate, expanding online learning offerings are integrated into its regular planning and evaluation processes.
- Online learning is incorporated into the institution’s systems of governance and academic oversight.
- Curricula for the institution’s online learning offerings are coherent, cohesive and comparable in academic rigor to programs offered in traditional instructional formats.
- The institution evaluates the effectiveness of its online learning offerings, including the extent to which the online learning goals are achieved, and uses the results of its evaluations to enhance the attainment of the goals.
- Faculty responsible for delivering the online learning curricula and evaluating the students’ success in achieving the online learning goals are appropriately qualified and effectively supported.
- The institution provides effective student and academic services to support students enrolled in online learning offerings.
- The institution provides sufficient resources to support and, if appropriate, expand its online learning offerings.
- The institution assures the integrity of its online offerings.

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 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. 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 earned in all coursework and co-curricular activities as well as other indicators of ability and character. Applications are evaluated on a rolling basis; however, due to the limited number of spaces, students are encouraged to apply for admission early.

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 meet the minimum graduation requirements of that student's graduation state. Some of the requirements for Missouri and Kansas are described below:

- 4 units of English
- 3 units of mathematics
- 3 units of science
- 3 units of social studies

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 as first-year students are required to submit the following:

1. A completed Application for Admission and Scholarship (jewell.edu/apply) or Common Application (commonapp.org)
2. An official 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, all students must have all official final transcripts on file. First-year students must submit a final official high school transcript that shows the date of graduation from high school. New students should arrange for us to receive official final

transcripts from all post-secondary institutions at which they have earned credit. (Credit for college courses taken before graduation from high school will not be accepted unless an official transcript is provided *before the end of the first term at William Jewell.*) Additional items provided will be reviewed but are not required. Find additional details online at jewell.edu/apply.

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 should be submitted from any two- or four-year colleges where a student has been enrolled in courses, even if credit was not awarded. (Credit for college courses taken before graduation from high school will not be accepted unless an official transcript is provided *before the end of the first term at William Jewell.*)
- Official standardized test score reports (ACT and/or SAT). Home-schooled students do not need to take the HiSET or GED or a similar exam.
- 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

Applicants who have not completed high school may be considered for admission on the basis of a high school equivalency exam (HiSET or GED). Passing scores must be achieved in each area of the equivalency exam. The results of an ACT or SAT test score may also be requested.

Admission *continued*

Accreditation of Other Institutions

References within this catalog to “properly accredited” institutions are intended to include all institutions of higher education in the United States that are accredited by an agency recognized by the U.S. Department of Education. Universities in other nations must be recognized according to their country’s regulations in a similar manner.

Requirements for Transfer Admission

William Jewell College welcomes undergraduate transfer students from properly 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.

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 12 total credit hours from properly 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.

Application Procedure for Transfer Admission

Candidates for transfer admission are required to submit the following:

1. A completed Application for Admission and Scholarship. (jewell.edu/apply)
2. Official 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 12 total credit hours from properly accredited institutions have been earned since finishing high school, applicants must supply the College with an official final high school transcript.

Before beginning classes at William Jewell, transfer students must submit official 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 term 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 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.
- The policy on granting credit after assessment of learning gained outside a traditional academic environment appears in a separate section below. William Jewell will not accept credit in transfer that is based on another institution’s assessment of prior learning outside a traditional academic environment.
- 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 faculty members having expertise in the appropriate areas. The student may provide additional materials (descriptions, syllabi, assignments, etc.) from courses whose transferability is questioned.

Admission *continued*

- A minimum of 30 term 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. Credits earned through an assessment of prior learning or through any sort of examination are not considered hours in residence.
- 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 CTI 150.
- Early College courses, those which are taught by college faculty on a college campus and which are completed before a student is graduated from high school, are allowed to be employed to meet requirements of Level-2 of the Core Curriculum as specified in the section that follows.
- Transfer students with 26 or more transferable hours that have been earned since finishing high school are covered by rules explained in the section that follows.
- Since William Jewell operates on a term 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.

Level-2 Core Curriculum Guidelines for Transfers

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 for Level-2 of the Core Curriculum that are outlined below. 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.

Culture and Traditions

Transfer equivalents (one of the following):

- 1) Two courses from different disciplines within the humanities showing a total of at least four credit hours. [Basic skills courses, such as English composition or public speaking cannot be included. Generally, courses focusing on performance (music lessons or music ensembles or studio art) cannot be used here. Foreign languages are covered by a different core requirement.]
- 2) One course of at least three credit hours with an explicit and sophisticated orientation towards interdisciplinarity in the humanities.

Sacred and Secular

Transfer equivalents (one of the following):

- 1) Two courses showing a total of at least four credits that engage the academic study of religion, with at least one course substantially engaging cultural, social, or ethical issues from a religious perspective.
- 2) One course of at least three credits that engages the academic study of religion with an explicit and sophisticated orientation towards interdisciplinarity. [Courses that study ministerial topics such as preaching or counseling will not satisfy this requirement.]

Science, Technology, and the Human Experience

Transfer equivalents (one of the following):

- 1) One laboratory science course and one advanced mathematics course (calculus II or above)
- 2) Two science courses with one being physical and the other a life science. One of the courses must be a laboratory science.
- 3) One course of at least four credit hours with an explicit and sophisticated orientation towards interdisciplinarity in the sciences. Such a course must have a laboratory component.

Power and Justice

Transfer equivalents (one of the following):

- 1) Two courses from different disciplines within the social sciences showing a total of at least four credit hours. [Lower-level PSY courses are considered to be social sciences.]
- 2) One course of at least three credit hours with an explicit and sophisticated orientation towards interdisciplinarity in the social sciences.

Admission to Online Degree Completion Program

Students who have been out of high school at least 2 years and who have completed at least 12 credit hours after high school graduation are eligible to apply to William Jewell College's online business degree completion program, which leads to a major in business with an emphasis in management. Minimum cumulative GPA suggested to enter the program is a 2.0 (based on a 4.0 scale).

Students of Promise

Applicants who do not meet the regular admittance criteria may have their files reviewed by the Admission Committee, which will consider admission based on GPA in core academic coursework, submission of essays, and other academic resumés. If the Committee believes there is evidence of academic promise, admission will be granted, but the student will be required to work with the staff of the Student Success Center throughout the first year of

Admission *continued*

enrollment at William Jewell College. The Student Success Center may require enrollment in COL 110 (Study and Learning Strategies, one credit hour) and COL 120 (Career Planning, one credit hour) during the first term as well as other course details during the first year.

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 (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 during their absence from William Jewell 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 additional term will not be permitted.)

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 without having an approved leave of absence from William Jewell 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. Students admitted in either of these categories will be required to seek faculty permission to enroll in classes. Persons 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, students must contact the originating school for additional copies of their transcript.

Students who are found not to have submitted the transcripts from other institutions that are required as a part of the admission process will have a hold placed on their educational records at William Jewell 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 registered in 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 30 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.

Admission *continued*

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 (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 academic areas 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 (jewell.edu/apply).

Seal of Biliteracy

The Seal of Biliteracy is a credential that can be earned by high school students in many states to certify proficiency in more than one language. Before a seal can be awarded, students must attain certain benchmarks on state-approved standardized assessments of language proficiency. To be considered for the awarding of credit by William Jewell, students must arrange for the submission of official reports that document their scores on all subsections of the assessment taken, as well as the actual awarding of the Seal of Biliteracy.

William Jewell has determined minimum scores that must be achieved for the awarding of credit in French or Spanish on the AACTFL Assessment of Performance Toward Proficiency in Languages (APPL) and the Avant Standards-Based Measure of Proficiency (STAMP 4S). A listing of courses for which credit can be earned in this manner is available on the College's website (jewell.edu/apply).

When students earn the Seal of Biliteracy with other exams or other languages, the faculty in languages will be consulted about the possibility of awarding credit.

Credit and Placement by Examination

Credit may be granted through disciplinary examinations. The actual awarding of academic credit is at the discretion of the individual divisions. 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 disciplinary exams or at the discretion of the division head.

Dual Credit (High School/College)

Credit earned from a properly 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 faculty members having expertise in the appropriate area. (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. Credit for college courses taken before graduation from high school will not be accepted unless an official transcript is provided *before the end of the first term at William Jewell*.

Concurrent Enrollment/Summer Credit

High school students may be granted permission by college faculty to take one course concurrently (i.e., while finishing high school) at a reduced tuition rate during the fall term and/or spring term. 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 but should expect to be charged tuition at the regular summer rate.

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 Jewell Dual Admission Program. Students in this program are expected to apply for admission at William Jewell and to complete the Jewell Dual application supplement within the first four weeks of their second term at MCC.

Students who are enrolled in the Jewell Dual Admission Program and who have completed a minimum of 30

Admission *continued*

credit hours at MCC 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 must display evidence of positive academic progression. They 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 normally 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 faculty members having expertise in the appropriate areas, 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 score of 79 (internet based) or 550 (paper based) on the Test of English as a Foreign Language (TOEFL).
2. A minimum score of 110 on the Duolingo English test.
3. A minimum score of 6 on the International English Language Testing System (IELTS).
4. A minimum score of 450 on the verbal component of the SAT or 22 on the ACT.
5. Grades of B or higher in English composition courses where English is the institutional language of instruction.
6. For transfer students, two semesters with grades of B or higher in English composition courses at properly accredited post-secondary institutions in the United States.

7. 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. (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 (naces.org) or a member of The Association of International Credential Evaluators (aice-eval.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 term 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 *continued*

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 who have been academically dismissed from another college or university are subject to a thorough review by the Admission Committee and the Academic VP 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 (BS) degree from William Jewell College.

Students already holding a bachelor's degree from a properly accredited institution who enter the Accelerated Track program in nursing are exempt from all Core Curriculum requirements at the College if at least 90 term 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.") AT students who are exempt from the requirements of the Core Curriculum must complete only the requirements of the major in nursing, which total 58 hours. (Refer to nursing's section of the catalog for details.)

Selection is based upon:

- Bachelor's degree from a properly 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
- Meeting additional requirements for admission to the Nursing AT program, as outlined on the website of the nursing program.

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 term will not be permitted.)

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.

Assessment of Prior Learning

Prior Learning Assessment (PLA) is a process for assessing learning gained outside a traditional academic environment. This policy establishes the criteria for evaluating and awarding academic credit for prior learning experiences toward the fulfillment of degree requirements at William Jewell College.

Eligibility Criteria

- **Relevant Work Experience:** Students must demonstrate significant professional experience directly related to core areas of study in their undergraduate program.
- **Length of Experience:** A minimum of three years of relevant work experience is required to be considered for prior learning credit.
- **Demonstration of Competency:** Students must provide evidence that their prior learning meets the learning outcomes of the relevant undergraduate courses or competencies of academic programs.
- **Documentation of Experience:** Students must submit detailed documentation, which may include:
 - Job descriptions and roles held;
 - project summaries or case studies demonstrating applied knowledge;
 - letters of reference or verification from supervisors, clients, or colleagues attesting to specific competencies;
 - professional certifications, licenses, or completed industry-recognized training programs;
 - professional portfolios or work samples;
 - military training records and service documentation; and
 - evidence of volunteer work or community service relevant to academic disciplines.

Maximum Credit Awarded

A maximum of 25% of the credit hours required for the degree may be awarded for prior learning experience.

Admission *continued*

Specific programs may have a more restrictive policy. Credits awarded for prior learning cannot overlap with any previously earned academic credits and will be recorded on the transcript with a grade of CR.

Evaluation Process

- **Timeline:** Students seeking credit for prior learning must submit the application within one year of enrollment at William Jewell College.
- **Portfolio Submission:** Students seeking credit for prior learning must submit a comprehensive portfolio outlining their experience and how it demonstrates mastery of specific competencies.
- **Alternative Assessment Methods:** In addition to portfolios, other methods of assessment may be accepted, such as:
 - challenge examinations
 - standardized proficiency tests
 - skills demonstrations
 - third-party documentation of competencies
 - simulation exercises
 - performance assessments
- **Evaluation by Faculty:** Faculty who have completed appropriate PLA training will be responsible for reviewing submissions and determining the number of credits earned. If disciplinary or other specific experience is needed to accurately evaluate the submission, the evaluator will consult with appropriate Jewell faculty or staff for input. Students may be required to complete additional assessments, such as exams, presentations, or interviews to verify their level of competence.
- **Decision and Notification:** Students will normally receive written notification of the faculty review decision within 30 days of submitting the portfolio. Credits will only be awarded for those competencies where the student has demonstrated knowledge equivalent to that obtained in the courses for which credit is sought.

Additional Approval Pathways

- **Industry Certification Crosswalks:** The College maintains pre-approved lists of industry certifications that automatically qualify for specific course credits.
- **Prior Learning Assessment Committee:** For complex cases or interdisciplinary prior learning, a dedicated committee consisting of faculty from multiple disciplines may evaluate the application.
- **Disciplinary Challenge Exams:** Academic divisions may develop and administer challenge examinations for specific courses, allowing students to demonstrate competence through testing.

- **Credit for Military Training:** Veterans and active military personnel may receive credit for military training and experience based in part on recommendations from the American Council on Education (ACE).
- **Credit for Professional Development:** Some professional development programs offered by employers or professional organizations may qualify for credit if they meet college-level learning standards.
- **Experiential Learning Portfolios:** Students may develop portfolios specifically addressing experiential learning outcomes that align with specific course objectives.

Appeal Process

If a student disagrees with the evaluation decision, they may appeal by submitting a written request for reconsideration to the VPAA within 14 days of receiving notification. The VPAA will convene a review committee of faculty members not involved in the initial evaluation to assess the appeal. The decision of the review committee is final and normally will be communicated to the student within 21 days of receiving the appeal.

Fees and Costs

A non-refundable evaluation fee will be charged for the assessment of prior learning portfolios. Additional fees may apply for challenge examinations or other specialized assessments. (For associated fees, see the Summary of Charges in the Financial Cost Information section of the catalog.) Evaluations can be completed prior to enrollment at William Jewell College; however, credit will not be awarded until the student is enrolled at William Jewell.

Quality Assurance

The College will regularly review and assess the Prior Learning Experience policy to ensure alignment with best practices in higher education. Assessment methods will be evaluated for validity, reliability and fairness every three years. Faculty evaluators will receive training on prior learning assessment standards and methods.

The Academic Program – Undergraduate

The Curriculum

The undergraduate curriculum of the College includes three parts: Academic Core Curriculum: Critical Thought and Inquiry; Majors, Minors, and Certificates; 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 program 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 and 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.

Undergraduate majors and minors are contained within the following divisions:

- Analytical Sciences
- Behavioral and Natural Sciences
- Business, Communication, and Education
- Humanities, Social Sciences, and Music

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, Minors, and Certificates

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 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 Undergraduate Curriculum Committee by the beginning of the second term of the student's sophomore year or by the tenth week of the student's first term at William Jewell, whichever is later. Full proposals for these self-designed majors must then be submitted for review by the UCC 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 term at William Jewell College, whichever is later. (No proposal will be accepted during a student's final term at the College). A self-designed major proposal must be approved by the UCC, signed by the UCC Chair and the Academic VP, 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 must involve a minimum of 16 hours of requirements beyond those of the Academic Core and of other majors.

Academic Program *continued*

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 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 business, chemistry, and music. Other minors concentrate on an area in which a major is not available, such as entrepreneurial leadership and Spanish. In addition, minors can be interdisciplinary, such as Black studies.

Undergraduate certificates are formally recognized by the College on the transcript after the successful completion of a coherent program of study that is narrower in scope than a major or minor. A certificate program represents a distinct area of study or practice that is designed to provide career-relevant skills and knowledge.

Certificate programs must contain a minimum of 3 courses and a total of at least 9 credit hours. A grade of C– or higher is required in each course. At least two-thirds of the hours applied toward a certificate must be earned in residence (through William Jewell coursework). Courses that are used toward a certificate cannot also be applied to requirements for any majors, minors, or the Core Curriculum. Certificates are never a requirement for graduation.

Students who have declared their intent to earn a second major 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. (Refer to the section on Graduation Requirements that appears later in the catalog for additional regulations.)

A division may allow a student to use a course that is cross-listed under both Critical Thought and Inquiry (CTI) and a disciplinary 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 credit from other institutions that has been earned since graduation from William Jewell 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, 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 members respect and protect the rights of their 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](#) 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, theatre

performances, 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. Programs electing to take attendance must follow attendance-reporting expectations in the faculty handbook.

Academic Policies *continued*

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 term 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 grade 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 attempted (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 (Completed credit is recorded; no effect on grade point average)
FA	= Failed under the Pass/Fail option (No effect on grade point average; no completed credit)
I	= Incomplete
NR	= Not Reported by instructor
P	= Pass (Completed credit is recorded; no effect on grade point average)
PR	= Progress (extended Incomplete)
W	= Dropped the course (No effect on grade point average; no completed credit)

WD	= Withdrew from the College (No effect on grade point average; no completed credit)
GW	= Grade withheld for financial reasons (See the section below for an explanation.)

The grade point average (GPA) is 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 and 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,

Academic Policies *continued*

should reach the Office of the Registrar by the date on which grades for the term 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 term, 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 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 Academic VP of the College. An Incomplete grade whose deadline has been extended is changed to a PR (Progress) on the student's record. The student is then bound to complete work in the course by the new deadline that is specified in the form used by the instructor to request an extension.

A student who receives a grade of Incomplete in the last term 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 at William Jewell 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 should submit a Repeat of Course form to the Office of the Registrar when repeating a course unless the description of the course indicates that it can be counted more than once toward graduation. A course may not be repeated using the Pass/Fail option.

If a student has taken a course at another institution and has transferred the credit to William Jewell, then completing a course at William Jewell that is judged to be substantially the same as the course taken elsewhere will increase the number of hours required for graduation because of the duplication.

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.

Academic Policies *continued*

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 students in their classes 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 within one week of the beginning of the course, 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 term 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.
- 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 global perspectives requirement.
 - No course being repeated.
 - No course required for teacher certification or pre-professional preparation.

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 term 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 disciplinary 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 course, 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 term.
- 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.

Academic Policies *continued*

To appeal a grade formally, the student makes the case in writing to the Academic VP of the College that the grade is unfair and includes any supporting evidence. The Academic VP forwards a copy of that statement to the instructor and asks for a response, also in writing. Once the Academic VP 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.

Faculty members who wish to change a grade (besides an Incomplete grade) on their own initiative have a maximum of six weeks after the posting of a grade to ask for the grade to be changed.

Transcript Release and Grade Withheld (GW) Policy

This policy outlines the College's practices regarding the release of academic transcripts and the use of the Grade Withheld (GW) notation for students with unpaid account balances. The College does not withhold transcripts under any circumstances. The use of the GW notation complies with federal Title IV regulations (34 CFR 668.14[b][33]–[34]) and is consistent with Missouri law.

The College will release official and unofficial transcripts for all students regardless of outstanding financial balances or account holds. Transcript requests are fulfilled even when a student has unpaid charges for current or prior terms. If a student's grades for a term are withheld due to an unpaid balance, the transcript will display the GW (Grade Withheld) notation for all affected courses until the issue is resolved.

In accordance with federal regulation effective July 1, 2024:

1. **Satisfied Charges**
Students who received Title IV federal aid and have satisfied all institutional charges for the applicable payment period will have all earned grades posted to the transcript for that term.
2. **Unpaid Balances**
Students who received Title IV federal aid but have an unpaid balance for the applicable payment period will have their transcript released; however, the transcript may display the GW notation in place of grades for that term until the balance is resolved.
3. **Institutional Error**
Transcripts will not display GW notations when a balance results from institutional error, misapplication of aid, or other College administrative mistakes.

The GW notation is applied to all courses in a term when a student has an unpaid balance. GW indicates that:

- Coursework is complete, but final grades are not released.
- GW carries no grade points and does not impact GPA.
- GW does not count toward degree requirements, academic progress, or eligibility calculations.
- GW remains in place until the balance is paid in full or an approved payment plan is established and maintained.

Students will receive notice when a GW notation is applied, along with instructions for resolving the balance.

Once the outstanding balance is resolved, the GW notation will be replaced with the final, earned grade as submitted by the instructor. Updated transcripts may then be requested.

Students may appeal the application of the GW notation by submitting a written request to the Office of Student Financial Services. Appeals related to billing errors or extraordinary personal circumstances will be reviewed within ten business days.

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 term at Jewell;
 - 1.90 at the end of the third term at Jewell; and
 - 2.00 at the end of the fourth or later term at Jewell.
- The student must have earned at least 6 credit hours during the previous term 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 term 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

Academic Policies *continued*

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). The Academic VP will notify in writing any students who are placed on academic probation. Students will be removed from academic probation when they meet each of the minimum academic performance standards defined above.

A student who was placed on academic probation but whose record from the previous term 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 from the College. 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 term at Jewell
- Overall institutional grade point average of 2.00 at the end of the fourth term at Jewell and thereafter

Academic dismissal 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 academically dismissed from the College will receive notification of the dismissal in writing from the Academic VP. The student may appeal the dismissal to the Academic Standards Committee. Appeals must be submitted in writing to the Office of the Academic VP by the date specified in the letter sent to the student. The Academic VP 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.

Administrative Withdrawal for Inactivity

William Jewell College expects students to engage regularly in required academic activities. Students who fail to demonstrate academic participation in one or more courses may be subject to administrative withdrawal.

Inactivity is defined as a sustained lack of academic engagement, which may include failure to submit required coursework, failure to participate in required instructional activities, or failure to respond to instructor or institutional communications. Inactivity is evaluated in context, taking into account course modality and instructional design.

When sustained non-engagement is identified, the College may initiate outreach and academic support efforts. If a student does not re-engage and does not complete the official withdrawal process, the College may administratively withdraw the student from the course(s) or from the College, as appropriate.

The effective date of withdrawal for academic and financial aid purposes will be determined in accordance with institutional attendance and withdrawal policies and applicable federal Title IV regulations, using the student's last documented date of academic participation when required.

Administrative withdrawal may affect tuition and fee charges, financial aid eligibility, satisfactory academic progress, and academic standing. Students will be notified of any administrative withdrawal and its implications.

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-term basis. A leave of absence for more than

Academic Policies *continued*

one academic year will be approved only in exceptional circumstances. An approved leave for one term may be extended to two semesters, if so requested by the applicant prior to the expiration of the approved one-term leave of absence and if approved by the Academic VP.

Application Procedures

A leave of absence 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 Academic VP and should provide a detailed explanation of the circumstances leading to the request and a justification of the time requested (one term or one year). Prior to submission to the Academic VP, the request must be approved by the student's faculty advisor and the head of the division of the student's primary major. The student should provide a supporting doctor's statement if it is requested by the faculty advisor, division head or Academic VP.

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; however, if the student attended another institution during the leave of absence, the student violated the terms of the leave of absence and must seek re-admission to the College. 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 Office of Budget and Finance 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.

Military Leave of Absence

In recognition of the effects of being called to military service, the College allows service members to receive a military leave of absence which shall extend the length of their active-duty order plus 12 months. Service members seeking a military leave of absence will complete the standard application procedure through the Academic VP and provide a copy of their active-duty orders.

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 term 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 term 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.

Academic Policies *continued*

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

The calculation of completed hours does not include hours in which the student is currently enrolled or for courses graded with I (Incomplete) or PR (Progress).

Eligibility for Registration

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

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

William Jewell's academic year is divided into two semesters, Fall and Spring, of approximately 15 weeks each. The summer term is divided into 4- and 8-week courses. Some accelerated courses are housed within each term. Courses that are offered through consortial arrangements may follow schedules that are different, although general adherence to the above schedule is expected.

The term credit hour is the basic unit of academic credit at William Jewell. The term credit hour for a course delivered in a face-to-face manner is defined at William Jewell as 50 minutes of direct faculty classroom instruction per week for 15 weeks, plus an expectation of two hours of student preparation outside of the classroom each week per credit hour. A regular term, 4-credit course therefore should generally be based on the expectation of approximately 50 hours of classroom instruction and 120 hours of student preparation.

The measure of instructional contact time may be adjusted to reflect different formats of study or lengths of academic sessions. 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 term-long course, the equivalent of at least three hours per week per credit hour.

Courses that do not meet the expected face-to-face time (for example, hybrid or online courses), will be considered to meet the credit hour standard if they generally cover the same material in the same depth as a face-to-face version of the same course. In the absence of a comparable face-to-face course, divisions will need to document the intended learning outcomes and evidence of student achievement in their assessment and program review processes.

These adjustments are reflective of the intended student outcomes and established equivalencies of the credit hour set by William Jewell College and reasonably reflect the requirements established by the Department of Education Program Integrity Regulations and accreditation expectations set by the Higher Learning Commission.

The syllabus of each course, each time it is offered, will provide information on the academic credit for the course.

Assignment of credit hours for courses and other activities will occur during the course approval process, supervised by the Undergraduate Curriculum Committee and leading to Faculty approval. The Vice President of Academic Affairs, the Registrar, and the Program Review Committee during multi-year assessment will monitor all academic programs for adherence to the definition of the credit hour.

Credit Required for Academic Programs

Any undergraduate degree from the College requires a minimum of 120 hours.

Academic Policies *continued*

The Core Curriculum typically involves at least 26 hours for a BA program and 22 hours for a BS program. (The writing and mathematics requirements can often be met outside of the Core Curriculum with disciplinary courses.)

Totals for required courses in majors and minors are shown below. (Each total assumes no overlap with the Core or with other academic programs that a student might choose.) Some programs have requirements that cannot be reflected directly in a number of required hours.

The balance of the total of 120 hours can be completed with elective courses, which don't meet any specific requirements of the Core or of majors/minors. Electives may include prerequisites for required courses in the Core or in a student's major/minor.

Majors

Accounting (BS)	60 hours
Biochemistry (BA)	71-72 hours
Biology (BA)	55 hours
Business (BS) – including online	48 hours
Chemistry (BA)	52 hours
Civil Engineering (BS)	97-99 hours
Computer Science (BS)	56 hours
Cybersecurity (BS)	50 hours
Data Science (BA)	58 hours
Elementary Education (BS)	62-64 hours
Engineering Physics (BA)	53-54 hours
Exercise Science (BS)	69 hours
Health Sciences (BS)	76 hours
History, Literature, and Culture (BA)	35 hours
Information Technology (BS)	51 hours
Media and Communication (BA)	40 hours
Music (BA)	41-51 hours
Music (BS)	57-66 hours
Music Education (BS)	61-73 hours
Nursing (BS) – including AT	58 hours
Political Science (BA)	33-35 hours
Psychology (BA)	35 hours
Secondary Education (BS)	41-48 hours

The “BA” or “BS” after each item indicates the degree earned by the student whose primary major is the field shown.

Minors

Biomedical Science	24 hours
Black Studies	20 hours
Business Administration	18 hours
Chemistry	21 hours
Data Science	20 hours
Education Studies	18 hours

Entrepreneurial Leadership	16-20 hours
Exercise Science	20 hours
Faith and Culture	16 hours
Humanities	16 hours
Mathematics	20 hours
Media and Communication	18-20 hours
Music	18-22 hours
Music Studies	18-23 hours
Physics	18 hours
Spanish	16 hours

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 the College's learning management system, including the syllabus and some course materials and activities. Grades may be posted on the College's learning management system.

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 the College's learning management system, including the syllabus and many course materials and activities. Grades may be posted on the College's learning management system.

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 the College's learning management system, including the syllabus and many course materials and activities. Grades may be posted on the College's learning management system.

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 the College's learning management system, including the syllabus and all course materials and activities. Grades shall be posted on the College's learning management system.

Online Synchronous (OS): 100% of the course instruction is delivered online and includes synchronous instruction

Academic Policies *continued*

mode. When feasible, instructors may schedule physical face-to-face meetings for orientation and student evaluation. The course shall have a presence on the College's learning management system, including the syllabus and many course materials and activities. Grades shall be posted on the College's learning management system.

Regular and Substantive Interaction (RSI) Policy

William Jewell College ensures that all distance education courses include meaningful, regular, and substantive interaction (RSI) between students and qualified instructional personnel, consistent with 34 CFR §600.2 and applicable Title IV regulations. This policy also establishes a framework for monitoring student engagement and determining administrative withdrawal when necessary.

Definitions

Regular and substantive interaction refers to academic engagement that

- is initiated by the instructor,
- occurs on a predictable schedule appropriate to the course design, and
- directly supports student learning and achievement of course outcomes.

Substantive interaction may include at least two of the following activities:

- providing direct instruction;
- assessing or providing feedback on coursework;
- responding to questions about course content or competencies;
- facilitating content-related discussions or group activities; and
- engaging in other instructional activities approved by the College or its accreditor.

Instructors' Responsibilities

Faculty teaching online courses are expected to

- design courses that include predictable instructor-initiated academic engagement;
- provide timely feedback and support to students;
- monitor student participation and document evidence of RSI; and
- initiate outreach to students who demonstrate sustained non-engagement, consistent with course modality, instructional design, and institutional procedures.

Note: "Sustained non-engagement" is defined in

internal procedures and may vary based on course length, format, or modality.

Students' Responsibilities

Students are expected to

- participate actively in scheduled learning activities and instructor-initiated interactions;
- complete assignments by stated deadlines;
- respond to instructor communications regarding course progress; and
- maintain academic engagement sufficient to demonstrate academic participation.

Review and Oversight

The Office of Academic Affairs, in collaboration with the Office of Teaching and Learning Technologies, will periodically review courses and practices to ensure compliance with RSI requirements and provide training or guidance as needed.

Registration Changes

Adding Courses

- Students may add courses to their registration through the end of the first week of classes in a term. 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 Academic VP 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.
- The permission of the Academic VP 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.
- 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 Academic VP 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

Academic Policies *continued*

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.)

Dropping Courses

An add/drop form, available online, must gain the approval of the academic advisor and of the course's instructor, before a student can drop a course. If 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 appropriate grade (i.e., not a W) at the end of the course.

Full-term courses

- Students may drop a course with no record on the transcript through the 10th class day; thereafter,
- Students may drop a course and receive a grade of W through the 55th class day, unless the instructor has specified an earlier deadline in the syllabus.

Seven-week fall or spring courses

- Students may drop a course with no record on the transcript through the 5th class day; thereafter,
- Students may drop a course and receive a grade of W through the 28th class day, unless the instructor has specified an earlier deadline in the syllabus.

Eight-week summer courses

- Students may drop a course with no record on the transcript through the 6th class day; thereafter,
- Students may drop a course and receive a grade of W through the 32nd class day, unless the instructor has specified an earlier deadline in the syllabus.

Four-week summer courses

- Students may drop a course with no record on the transcript through the 3rd class day; thereafter,
- Students may drop a course and receive a grade of W through the 16th class day, unless the instructor has specified an earlier deadline in the syllabus.

Courses meeting on schedules that don't follow one of the above patterns will have deadlines adjusted according to the length of the course.

Undergraduate students dropping below 12 hours in a term (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 online 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 term, once classes have begun, must go through the official withdrawal process as indicated below.

Withdrawal from the College

Dropping all unfinished courses before the end of a term 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 term. 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 term, 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 Financial Aid Information) and take note of short- and long-term implications.

Transfer of Credit to Another Institution

Many institutions of higher education welcome transfer students; however, students should be aware that actual requirements for degrees and policies for acceptance of transferred credit vary considerably from institution to institution. It is particularly important that students who plan to transfer make contact 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

Academic Policies *continued*

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.

Transfer of Credit to William Jewell

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.

Once official transcripts have been received from other institutions, completed transferable courses 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.

With the exception of the 100-level CTI requirements for writing and math, courses taken at other institutions after matriculation at William Jewell will not normally be permitted to be used to meet requirements of the Core Curriculum.

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 providers have been reviewed and approved by William Jewell faculty and staff for academic rigor. (Refer to the "Study Abroad" section below.) Credit earned through their programs is recorded

on the transcript as institutional credit, rather than as transfer work, and the students studying in these approved programs are considered still to be enrolled at Jewell. Therefore, grades for courses in approved study-abroad programs contribute to the institutional GPA. With permission in advance, courses taken in an approved study-abroad program may be applied to meet requirements of the Core Curriculum.

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 maintain enrollment in at least 12 hours per term of *approved* coursework may have serious financial consequences.

Consortial Agreements

Guidelines

William Jewell has consortial agreements with several colleges and organizations.

- Consortial courses are approved by the division head. If so approved, a 3-credit hour consortial course can meet the requirement of a 4-credit hour course at William Jewell.
- Students may take a consortial course with the approval of the division head and VPAA if an equivalent course at Jewell is not available to the student during that same term because the course is not offered or because of a conflict with another course required for the student's major or program.
- Courses through our consortial partners will not incur additional tuition charges to the student beyond normal Jewell tuition charges.
- Consortial courses cannot include private music instruction, independent study experiences, internships, honors courses or student teaching fieldwork.
- All grades earned in courses taken from a consortial school will be recorded on the Jewell transcript and computed in the institutional GPA.
- Consortial institutions may operate on somewhat different academic calendars. The student is responsible for knowing and following the add/drop

Academic Policies *continued*

dates, beginning and end of term dates, last dates to withdraw, and final exam dates of the consortial institution hosting the registered course.

- Students registered for courses at consortial schools are subject to the academic standards of both the consortial school hosting the course and William Jewell.

Council of Independent Colleges (CIC) Consortium

An undergraduate student in good academic standing who has completed at least one full term at Jewell, may enroll for up to two courses per term through Acadeum, the platform employed by the CIC Consortium. A student may take a maximum of eight Acadeum courses over the span of their work toward a William Jewell degree. No more than four Acadeum courses can count towards a major. No more than a third of the hours of a major can be taken through Acadeum.

Any Acadeum courses for which a student registers will contribute to the student's total course load for the term, including determination of full-time status or overload and athletic eligibility. If an Acadeum course ends after the beginning of a Jewell term, it will be counted towards the student load in the current term. If the course ends before the beginning of a term, it will be counted towards the student load in the previous term.

Lower Cost Models Consortium (LCMC)

William Jewell College has joined with similar institutions in the LCMC to provide our students with the ability to study in several academic areas that would otherwise be available only at much larger institutions. Through a partnership with RIZE Education, William Jewell takes advantage of the collaborative online course-sharing model of the LCMC to provide courses to our students that supplement offerings from the faculty of the College.

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 term 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 available online from the Office of the Registrar. If the student is within 30 hours of completing a degree, approval of the Academic VP is necessary.

Study Abroad

Undergraduate students desiring to study abroad for a term 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 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.

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

Academic Policies *continued*

do offer summer or winter options. Additionally, unless applying for financial aid, they are not required to obtain Jewell permission to study abroad. However, 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 any non-approved short-term study-abroad program.

Students who are studying with a non-approved study-abroad provider will be asked to request a transcript through the provider's school of record. 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 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 120 term 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 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.

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.

Students who complete 120 hours or more with an overall institutional grade point average below 2.00 may, with the permission of the Academic VP of the College, attempt one

additional term 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 120 hours required for the Bachelor of Arts degree that a student may apply in one subject-matter field is 50 hours.
- A student must have a minimum of 70 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 70 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
Data Science
Engineering Physics
History, Literature, and Culture
Media and Communication
Music*
Political Science
Psychology

**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 120 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 60 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 60 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
Civil Engineering
Computer Science
Cybersecurity
Elementary Education
Exercise Science
Health Sciences
Information Technology
Music

Academic Policies *continued*

Music Education
Nursing
Secondary Education

Other stipulations

- A minimum of 30 term 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. Credits earned via examination or through assessment of prior learning do not count toward the 30 hours that must be completed in residence.
- 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 term hours may seek permission from the Academic VP of the College to complete these hours in absentia. This must normally be done through a properly accredited four-year college or university. A properly completed Approval for Non-Jewell Coursework form must be submitted on which students indicate that they are within 30 hours of graduation and explain why it is necessary for coursework to be taken away from Jewell. The form will be routed to the Academic VP 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 120 hours required for graduation.
- Non-music majors may use a maximum of 8 hours of credit in ensembles toward graduation.
- 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 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. 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, unless an official leave of absence was granted by 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 College 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.

Academic Policies *continued*

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 term 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 to four 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. 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 properly accredited institution are exempt from all Core Curriculum requirements, if at least 90 term 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 "Guidelines for Transfer of Credits.")

A graduate of 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 term will include the names of undergraduate students who have accomplished all of the following by the end of the term:

- completed a program of 14 or more graded term 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 term.

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 term 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 term.

Graduation with Honors or Distinction

Students who want added challenges of academic

Academic Policies *continued*

excellence may seek graduation with honors in a major field or graduation with distinction in an area other than their major fields.

To be graduated with honors or distinction, students must have a minimum institutional grade point average of 3.50 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 major's graduation requirements. Graduation with honors may be sought in any field in which students will have satisfied the program'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 discipline, they may be graduated with honors in each of those fields only if a separate honors project is completed for each major.

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 term of the junior year.

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

Course Prefixes

ACC	Accounting
BIO	Biology
BMS	Biomedical Sciences
BUS	Business
CHE	Chemistry
COL	College-Wide Courses
CSC	Computer Science
CTI	Critical Thought and Inquiry
CVE	Civil Engineering
CYB	Cybersecurity
DTS	Data Science
ECO	Economics
EDU	Education
EGR	Engineering
ENG	English
ENT	Entrepreneurship
EXS	Exercise Science
FIN	Finance
GEO	Geography
HIS	History
HSM	Humanities, Social Sciences, and Music
HUM	Humanities

IDS	Interdisciplinary Studies
IND	Independent Study
ITS	Information Technology
LAT	Latin
LSP	Leadership Studies
MAT	Mathematics
MCM	Media and Communication
MGT	Management
MKT	Marketing
MUS	Music
NUR	Nursing
PHY	Physics
POL	Political Science
PSY	Psychology
SCI	Science
SMT	Sports Management
SPA	Spanish
THE	Theatre
WCL	World Cultures and Literature

An instructor, with the approval of the division head and the Academic VP of the College, may offer any course listed herein for fewer than the number of credit hours indicated in this catalog.

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 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

Partner Institutions

Articulation agreements with the following institutions allow William Jewell students to complete a bachelor's degree from Jewell at the same time that they earn a second degree elsewhere:

- Columbia University – “three-two” program in engineering
- Missouri University of Science and Technology – “three-two” program in engineering
- Rockhurst University – “3+” programs in occupational therapy, physical therapy, and communication science and disorders
- Washington University – “three-two” program in engineering

Academic Policies *continued*

- Washington University – “three-two” program leading to MS in occupational therapy and “three-three” doctoral program in occupational therapy.

William Jewell also maintains many agreements that allow students the opportunity to study abroad in programs with college-approved providers that extend Jewell’s liberal arts education. A current list can be found at jewell.edu/study-abroad.

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 for Undergraduates

The following charges are typical for the 2026-27 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.

	2026 - 27	
	Year	Semester
Tuition and Living Expenses (undergraduate)		
Tuition (12-18 hours)	\$22,160	\$11,080
Housing – median housing cost*	6,994	3,497
Food – unlimited meal plan**	6,336	3,168
Total	35,490	17,745
*Multiple occupancy housing		
Browning, Eaton, Jones, Mathes Halls	\$6,396	\$3,198
Senior House, Melrose Hall	7,058	3,529
Fraternity or Sorority Housing	7,696	3,848
Single occupancy housing		
Eaton, Jones, Mathes Halls	\$9,594	\$4,797
Senior House, Melrose Hall	7,058	3,529
Fraternity or Sorority Housing	11,638	5,819
Browning Hall	7,058	3,529
**Meal plan		
Unlimited Meal Plan (including \$100 Cardinal dollars per semester)	\$6,274	\$3,137
15-Meal-per-week Plan (including \$200 Cardinal dollars per semester)	6,179	3,089
200-Block-Meal Plan (including \$350 Cardinal dollars per semester)	6,397	3,198.50
10-Meal-per-week Plan (including \$425 Cardinal dollars per semester)	6,452	3,226
Commuter Meal Plan (including \$125 Cardinal dollars per semester)	2,039	1,019.50
Overload Tuition – above 18 credit hours per semester – per credit hour	\$923.33	
Part-time Tuition – less than 12 hours per semester – per credit hour	\$923.33	
Technology Fee	\$820	\$410
Health and Wellness Services Fee	\$400	\$200
Student Activity Fee	\$270	\$135

Summary of Charges *continued*

	2026 - 27	
	Year	Semester
Special Tuition Charges		
M.S.Ed. cohort – per credit hour		\$493
M.A.T. cohort – per credit hour		\$534
Education professional development – per credit hour		\$185
Online Business – per credit hour		\$400
eMBA (18 months) for students starting before Jan. 31, 2026	\$28,800	\$7,450
eMBA (18 months) for students starting on or after Feb. 1, 2026	\$32,800	\$8,200
Audit – per credit hour		\$632
Concurrent enrollment (one class/semester) – per credit hour		\$253
Senior Citizen (age 60+) per credit hour – when space is available		\$692.50
Study-abroad program fee		\$250
Accelerated Track Nursing Program		
	Program	Term
January 2027 cohort (3 terms)	\$40,500	\$13,500
May 2027 cohort (3 terms)	\$40,500	\$13,500
Enrollment deposit (non-refundable)		\$100
Summer School		
2026 Tuition – per credit hour		\$554
Summer 2026 Housing Rates Double Occupancy (per week)		\$199.88
Summer 2026 Housing Rates Single Occupancy (per week)		\$220.56
Class Fees		
Refer to college's website for a list of fees that accompany individual classes.		
Miscellaneous Fees		
Disciplinary exam for credit – per exam		\$50
Installment plan origination fee – per semester		\$50
Late payment fee – assessed monthly on outstanding balance due		1.0%
Parking permit – annual fee		\$150
Pet-friendly housing accommodations – annual fee		\$300
Returned check		\$35
Credit/debit card service fee		2.85%
Deposits		
Enrollment Deposit		\$100
Housing Deposit		\$100

Financial Cost Information *continued*

Payment Policies

All charges for undergraduates' tuition, fees, food, and housing are due and payable seven (7) days prior the first day of class each term. Billing statements will be generated by the 10th of each month for any outstanding balance due for any term.

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

- a student account balance of less than five hundred dollars (\$500), or
- a Student Financial Services installment plan with all scheduled payments to-date submitted

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 term, as detailed in the agreement. Late fees may incur monthly for delinquent accounts.

The College will only issue transcripts with grades for terms for which there is a zero dollar (\$0) balance due 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 students who are unable to inspect their 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 Term:	Spring Term:
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 term and November 1 prior to the Spring term 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 term 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 Office of Student Financial Services 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 term, 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.
- **Other Courses**
For summer courses that meet on other schedules, contact the College's Office of Budget and Finance for additional information.

Accelerated Track Nursing Program

The AT Nursing Program at Jewell is cohort based, offering a 12-month curricular path that begins in May or January. 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.

Each 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 or third 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 Accelerated Track Nursing students are unable to persist with their original cohort and are permitted by the program director to finish the major in nursing by taking courses in the College's traditional nursing program, the students will be billed at the AT rate per credit hour. Contact Student Financial Services 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 and 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 term and maintain satisfactory academic progress (SAP). Some limitations may apply.

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), Federal Direct Graduate (PLUS) Loans, private student loans, and the William Jewell College term payment 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.

WILLIAM JEWELL COLLEGE

Current student financial aid and scholarship programs and procedures are available on the William Jewell College Policy Library (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 Student Financial Services Office.

Reimbursement: Students attending under employer reimbursement are required to follow the standard payment policy and then receive reimbursement following guidelines established by their 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 Federal Student Aid (Title IV Aid). 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 term. There are two requirements for SAP: 1) grade point average and 2) pace of completion and maximum timeframe.

Grade Point Average Requirement for Federal Student Aid Eligibility (Qualitative Measure)

All students must maintain a minimum overall 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

Financial Aid Information *continued*

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., a minimum institutional GPA of 2.0).

Pace of Completion Requirement and Maximum Timeframe for Federal Student Aid Eligibility (Quantitative Measure)

Federal regulations require two quantitative measures 1) pace of completion and 2) maximum timeframe. Students should self-evaluate and monitor their status during and after each term to allow for any adjustments that can be made to remain in good standing.

Pace of Completion

To remain eligible for Federal Student Aid, a student is required to progress toward the completion of an academic program by successfully completing at least 66.67% of all credits attempted. The pace of completion is measured at each evaluation to ensure that the student completes degree requirements within the maximum timeframe. The pace of completion is calculated by dividing cumulative hours successfully completed by cumulative hours attempted.

Maximum Timeframe

Federal Regulations require that the maximum timeframe to complete an educational objective (pace of completion) 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.

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 students do not attend all their 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 Financial Aid Office 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 the prior section 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 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 term has elapsed will be evaluated according to U.S. Department of Education guidelines and formula.

Financial Aid Information *continued*

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 term/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 term by total days in the term. 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 term, 100% of the aid is earned for the term and an immediate repayment obligation is not incurred. If the student completes 60% or less of the term, 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 Office of Budget and Finance 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 Office of Student Financial Services 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 Direct PLUS Loan (Parent or Graduate)
- 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 Office of Budget and Finance.

Institutional Grants and Scholarships

Institutional grants and scholarships are defined as any funds provided through William Jewell College, including academic, athletic, and divisional grants and scholarships. In order to maintain eligibility for institutional grants or scholarships, the student must complete a minimum of 24 credit hours per academic year, or 12 hours if attending only one term, with a minimum institutional cumulative GPA of at least 2.0. Renewal eligibility is reviewed at the end of the academic year. A student whose institutional cumulative GPA falls below 2.0 will be notified by the Student Financial Services Office. A student has the right to appeal based on extenuating circumstances. A student whose institutional grant or scholarship is not renewed will be ineligible until a cumulative GPA of 2.0 is achieved.

Institutional grants and scholarship awarded to students who elect to live off campus may be adjusted upon the approval of an exemption from the requirement to live on campus. The standard formula for calculating institutional aid provided to students includes the cost of campus housing and meal plans. Institutional aid may be recalculated based on the proportional reduction of institutional charges when a student chooses to live off campus. Students living on campus who request to live off should consider the impact on their institutional aid with Student Financial Services before applying. The

Financial Aid Information *continued*

determination by Student Financial Services will be considered final, and individual offices may not override this decision. Student Financial Services reserves the right to determine the institutional funding based on extenuating circumstances.

Financial Assistance for Study-Abroad Programs

Student Financial Services 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 Appeals Committee. Appeals must be submitted in writing to Student Financial Services at least two weeks prior to the commencement of the term in which financial aid is requested. Appeals will be accepted after the start of the term on a case-by-case basis. All appeals must be fully processed and approved prior to the end of the term. 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. Decisions of the Student Financial Services Appeals Committee are considered final unless new information is provided.

Core Curriculum *continued*

CTI 105	Math for the Liberal Arts (4)
or MAT 103	College Algebra (4)
or MAT 107	Precalculus (4)
or MAT 109	Calculus I (4)
or a transferred course in College Statistics	
or a course with the "QR" suffix	
CTI 150	Identity and Society (2)

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 CTI 100 and CTI 150 before beginning the first Level II CTI course. Otherwise, students must seek permission from the Interim Director of the Core Curriculum to enroll in Level II CTI courses before completion of CTI 100 and 150.

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 at least one course in each of three areas.

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 and tied closely to issues of public concern.

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 Interim Director of the Core Curriculum to enroll simultaneously in a Level II CTI course and a CTI Capstone.

Global Perspectives Requirement

Students who earn a Bachelor of Arts degree must satisfy the William Jewell global perspectives requirement as a part of their core curriculum. Courses that meet this requirement examine cultural perspectives and contexts outside the frame of reference most familiar to a majority of our students.

Any world language course of at least 3 hours' credit will meet the global perspectives requirement.

Other courses offered at William Jewell that meet the requirement will carry a "GP" suffix on the course number. Such courses address explicitly cultural identity and differences. The courses may come from any academic discipline but must include comparative examination of social, cultural, political, historical, and/or economic conditions.

Students with previous experience in world language should consult with a faculty member in languages if additional study is desired.

The global perspectives 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 may be required. A faculty member in languages may be consulted in these situations.

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

Core Curriculum *continued*

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 110 The Motivated Self (4 cr. hrs.)

This interdisciplinary course introduces students to the theory and practice of personal motivation. Students will read personal narratives of obstacles, growth, and development, interpreting, and analyzing these in conversation with psychological literature, empirical self-assessments, and their own lived experiences. Students will deepen their own self-understanding and commitment to personal goals through interactive classroom discussion and application of course concepts.

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 203: Hispanic National Cultures (4 cr. hrs.)

This course examines the socio-cultural construction of national identity in a Latin American country or in Spain. Each offering will center on one country, and faculty-led study abroad may be included as an optional component. Through study of literature, film, art and architecture, socio-historical texts, critical theory, and cultural norms, students will understand and analyze narratives of national identity rooted in the political history, social movements, racial/ethnic identification, economic conditions, and cultural work of a Spanish-speaking country. (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)

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)

Core Curriculum *continued*

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 20th 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 209 Game Changers: Leadership through Literature and Film (4 cr. hrs.)

This course examines how narratives shape cultural understandings of leadership, ethics, and change across traditions and historical periods. Drawing on literary and cinematic works from diverse perspectives, students analyze figures whose choices transform communities, institutions, and social systems with varied outcomes and consequences. This course considers how "game changers" challenge established ways of organizing society, shaping economic life, and wielding influence, while also raising enduring questions about negotiation, responsibility, and ethical leadership. Students explore how storytelling traditions both sustain and challenge cultural values, illuminating the tension between innovation and tradition, reform and disruption. (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 term will be indicated in the class schedule. (Interdisciplinary humanities course)

CTI 211 Indigenous Media and Digital Culture (4 cr. hrs.)

This course offers a historical overview and critical exploration of Indigenous media, beginning with early still photography and silent films, to Hollywood and independent film and television, through to the digital age, with a growing presence of Indigenous celebrities, political leaders, influencers, makeup brands, beadwork sellers, fan-podcasters, game live streamers, UX designers, meme artists, and everyday users on digital platforms today. We will map Indigenous histories at the local, regional, national, and global level, while also attending to the unique aesthetic, cultural, political, ethical, and technological issues of Indigenous media-making within the context of creative expression and communication. In addition, the course is designed to facilitate a culturally responsive learning experience through presentations, research, service-learning digital projects, and personal interactions with tribal cultural educators and communities in the KC-metro area. It is structured around a combination of classroom discussions, readings, film screenings, exploration of interactive media forms, and attendance at local cultural events relevant to course topics. (Interdisciplinary humanities course)

CTI 213 Greco-Roman Mythology (4 cr. hrs.)

This course surveys the central stories, gods, heroes, and monsters of Greek and Roman myth. We will study and analyze a variety of ancient literary, mythographical, and art-historical sources and interpret them in their cultural contexts, including their social-political uses and ethical implications. Readings may include experts from ancient epic poets like Homer, Hesiod, Vergil, and Ovid, as well as tragic poets like Aeschylus, Sophocles, and Euripides. Students will also compare ancient Greek and Roman mythology to other ancient traditions and investigate the influence of ancient myth upon later cultures. (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/

Core Curriculum *continued*

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 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 term, 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

Core Curriculum *continued*

more recent cultural contexts through a cultural study of its adaptations. Students enrolling in this course cannot also take CTI 291 for credit toward graduation. (Interdisciplinary humanities course)

CTI 223 Philosophy and the Good Life (4 cr. hrs.)

An examination of the ways in which the study of philosophy supports and constitutes the good life. Subjects include: the meaning of life; whether one should believe in God; how to determine your duty; how to take personal responsibility; how to reason for one's beliefs; whether to trust traditional beliefs and practices; the role of pleasure; the role of contemplation; the significance of one's mortality. The course is designed to show students the personal, experienced implications of philosophical reflection and to help them more fully lead "the good life." (Interdisciplinary humanities course)

CTI 224 Dystopian Worlds: Literature and Film (4 cr. hrs.)

Dystopia once felt like a warning. Increasingly, it feels like a mirror. This course examines the literary and cinematic traditions of dystopian storytelling, asking not only what these works imagine, but what they reveal about the cultures that produced them and the moment we inhabit now. Dystopian fiction is not, at its core, about the future. It is about the present: its fears, fault lines, and unanswered questions about power, freedom, and what we owe each other. Through novels, short fiction, and film, students analyze how dystopian worlds construct cultural systems: how they police bodies and borders, manage memory and media, enforce hierarchy, and imagine (or foreclose) resistance. Reading closely, thinking comparatively, and writing analytically, students develop the tools to ask not only what a dystopian work imagines, but how and for whom it imagines it, and whether, at the edges of even the darkest worlds, something like hope survives. (Interdisciplinary humanities course)

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 226 Musical Intersections of the Sacred and Secular (4 cr. hrs.)

This course will examine confluences of sacred (primarily but not exclusively Christian) and secular perspectives/worldviews in representative musical works. Students will develop a rudimentary understanding of musical terminology and techniques as a foundation for studying both sacred and secular musical expressions in a wide variety of musical styles. Topics to be discussed include patriotism, war, enslavement, the Black Church in the U.S., the Civil Rights movement, and rites of passage such as weddings and funerals/memorial services. (Interdisciplinary humanities/religion course)

CTI 227 Jesus and the Common Good (4 cr. hrs.)

The course surveys the person, life, and work of Jesus of Nazareth as a historical figure documented within intellectual sources of his existential time. In parallel the course surveys this historical figure named Jesus as the center of the Christian faith revealed in the former and latter testaments of the scriptures shaping the Judeo-Christian heritage. After building a framework for the historical and religious-based existence of Jesus, the course proceeds to engage select biblical interpretive strategies and specific theological reflection informed by the major sources and norms of Christian thought. Students also research the social, political, economic, and religious contours of 1st century Palestine submerged by Roman colonial power. Students engage in critical thought about the person and work of Jesus as relates to contemporary Justice and Sustainability concerns in America and globally. Examination of the crises of war and peace, environmental justice, economic justice, women's rights, racial justice, children's rights/human trafficking, immigrant/human rights, and full access to equitable and accessible health care for all is forged. Students will conduct research, write essays, engage in critical reflections, conduct systems analyses, take exams, and prepare presentations integrating Jesus' message and meaning for these crises in the process of becoming 21st century global leaders, critical thinkers, and problem solvers. (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

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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. (Interdisciplinary humanities/religion course)

CTI 229 Power, Tyranny, and the Good Life (4 cr. hrs.)

In this course, we will investigate and discuss three broad topics with the ultimate goal of constructing an approach that best responds to tyranny in the modern world. First, we will examine the nature of social power, its relationship to tyranny and the different forms that tyranny has taken and continues to take. Second, we will critically evaluate several responses to tyranny, focusing specifically on Sartrean existentialism, Hinduism as it is portrayed in the Bhagavad Gita and the biblical approach as articulated by Dietrich Bonhoeffer, Martin Buber, Jürgen Moltmann, Walter Brueggemann, and others. Finally, we will propose and assess practical, concrete methods for fighting against tyranny. (Interdisciplinary humanities/religion course)

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

In the late 16th 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 Christian Worship: Services, Symbols, and Songs (4 cr. hrs.)

A 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 234 Catholicism and Freedom (4 cr. hrs.)

The relationship between Roman Catholicism and freedom is one of the great questions in religion today. The conversation ranges from “free will” to whether we are really free to commit evil to the relative importance of freedom in political life. This course, while reviewing or introducing the basic tenets of orthodox Roman Catholicism, will seek to elucidate the movement of the soul from “slavery to sin,” to the “freedom of the children of God.” Students will analyze key biblical texts on this subject, especially from St. Paul. They will also grapple with a selection of patristic and medieval sources, focusing

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in particular on St. Thomas Aquinas. They will also read modern sources, including papal pronouncements on this theme, as well as other contemporary literature. (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 237 A Life Worth Living (4 cr. hrs.)

This course explores two overarching questions: What makes a life worth living? and How does one decide on a response to that question? To get at these two questions more fully, the course is structured around five additional questions, each one related to philosophical and practical ethics: What kind of a person am I? For whom do I live? What does a good life feel like? How do I navigate the world? What will I do for a living? Finally, the course asks the summative question: How will I pursue a life worth living? (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)

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 241 The Sacred Journey:

Pilgrimage along the Camino de Santiago (4 cr. hrs.)

The accumulation, fusion, and expression of more than 1,000 years of history, culture, religious tradition, and spiritual exploration has driven scores of pilgrims from around the world to travel to the Camino de Santiago, or the Way of Saint James. This course offers students the opportunity to participate in a similar journey through traditional coursework that culminates in a walk along the Camino de Santiago in northern Spain. Along the way, students will study the history of the Camino de Santiago, important sites and artifacts situated on it, and historical figures associated with it. In the process, students will explore the theological and spiritual implications of pilgrimage in Christianity and other religious traditions. Ultimately, this experience will pave the way for students to consider the meaning of sacred journey in their own lives. (Interdisciplinary humanities/religion course)

CTI 242 Islam and the Muslim Experience (4 cr. hrs.)

In an effort to build bridges of understanding and foster community, this course will introduce students to Islamic history, elements of the Islamic faith, and aspects of the Muslim-American experience in the United States. It will begin with a description of historical development of Islamic civilization from before the birth of Prophet Muhammad to help students understand how Islamic civilization was built. It will then address basic beliefs revolving around such topics as prayer, practices, gender, marriage, families, work, money and holidays. Finally, students will discuss contemporary issues that impact modern Muslim communities in the United States, including demographics, security and U.S. policy. (Interdisciplinary humanities/religion course)

CTI 243 The Modern Jewish Experience (4 cr. hrs.)

This course focuses on the experience of the Jewish people during the modern period by examining the major developments in Jewish society and culture in Europe, the Middle East, and the United States from the period 1492 to the present. Students will study Jewish emancipation and migration patterns, the religious challenges posed by modernity, how Jews responded to those changes, and the varieties of modern Jewish religious expression. The

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course will provide an understanding of the development of modern antisemitism and the Holocaust. Students will also learn about the rise of Zionism and the establishment of the State of Israel. (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 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

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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 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

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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 firsthand 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.)

Firsthand 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)

CTI 265 The Science and Practice of Well-being (4 cr. hrs.)

Students will be introduced to the science and practice of well-being, including common misconceptions about what makes us happy. We will explore what scientists mean by well-being, including its measurements and assessments. Students will examine, discuss, and interpret existing data, as well as engage in data collection for various components of well-being. They will read and discuss scientific literature on theories of well-being and research evidence on habits and behaviors that promote it. Students will develop personal plans and goals to enhance their own well-being. (Interdisciplinary science course)

CTI 266 Vaccines: Health and Social Impacts (4 cr. hrs.)

This course provides a comprehensive exploration of

the scientific foundations and historical evolution of vaccines. Students will learn the mechanisms by which vaccines function, supported by contemporary research and advancements in immunology. In addition, the course will examine the health, economic, and social benefits of vaccination, informed by recent studies that highlight their impact on diverse populations across different regions. (Interdisciplinary science course)

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

CTI 275 War Ethics (4 cr. hrs.)

War may be the most ruthless realm of human conduct. It always involves human suffering and regularly involves great evil. It can also defend fundamental goods and rights. War can both elevate human action to many types of moral courage and twist humans into moral evil. This course introduces students to ethical arguments about war, especially the Just War tradition, critical perspectives on it, and debates about its usefulness in guiding leaders and citizens in wartime. Students will analyze and evaluate arguments, defending what they think can or cannot be justified. (Interdisciplinary social science course)

CTI 276 Women and Gender in South Asia (4 cr. hrs.)

This course will introduce and help students understand the changes and continuities in the lives of South Asian women from the late 18th century to the present. Using gender as a lens to examine the past, this course will examine how intersections of politics, race, class, caste, and religion have affected and continue to impact the lives of South Asian women and men in countries such as India, Pakistan, Bangladesh, and Sri Lanka. In doing so, students will gain an understanding of cultural, political, and economic life, including nationalism, the complex relationship between nationalist movements and women's activism, education, the legal system, and the gendered body. The ways in which masculinities have been constructed and the social hierarchies that resulted will also be examined, with particular attention paid to how debates surrounding the bodies and lived experiences of South Asian women contributed to these gendered constructions and the power dynamics at play. (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 18th and 19th century England. Through their reading and written assignments students will grapple with a variety of

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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 278 The Cherokee and Lakota People (4 cr. hrs.)

This course will investigate the history of the Cherokee and Lakota peoples by exploring how issues of gender, war, removal, assimilation, and legal issues shape their histories. Students will critically assess the issue of tribal sovereignty and evaluate the actions of the United States towards the Cherokee and Lakota from an ethical perspective. By studying the relationship between these peoples and the U.S. government, students will develop an understanding of the grievances the Cherokee and Lakota people hold against the United States. When studying the Lakota people, students will also grasp an understanding of the inter-relationships of the Seven Council Fire. The focus on the Cherokee and Lakota will provide students with an in-depth understanding of the peoples different cultures and interactions with the United States government. The course will facilitate room for students to formulate their own conclusions about the similarities between the Cherokee and Lakota experience. (Interdisciplinary social science course)

CTI 279 AI and Society (4 cr. hrs.)

Artificial intelligence creates great promise and great peril. Autonomous and agentic systems will outperform and may displace humans in crucial areas of human action, ranging from medicine and business to government and national security. They will create capacity for good and for evil. Some of the founders of AI now argue that AI represents a fundamental threat even to human flourishing or survival. This course introduces students to analysis and debates about the nature, dynamics, and trajectory of AI, with a focus on personhood, employment, environment and energy, and/or international relations, as well as regulating AI. (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 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 a 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 282: Hispanic National Foundations (4 cr. hrs.)

This course examines the construction of national identity in a Latin American country or in Spain. Each offering will center on one country, and faculty-led study abroad may be included as an optional component. Throughout the Spanish-speaking world, historical events have shaped present-day inequities among diverse groups, and these power relations are often subsumed into a hegemonic conception of national identity. Through study of literature, film, art and architecture, socio-historical texts, critical theory, and cultural norms, students will understand and analyze narratives of national identity rooted in the political history, social movements, racial/ethnic identification, economic conditions, and cultural work of a Spanish-speaking country. (Interdisciplinary social science course)

CTI 283: Social Justice (4 cr. hrs.)

This course is an introduction to philosophical accounts of social justice. We will cover foundational concepts of justice, economic justice, racial justice, gender justice, inter-generational justice, individual as opposed to structural accounts of justice, global justice, and environmental justice. Students will gain familiarity with current approaches to social philosophy while developing their own skills of interpretation and critical analysis. (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

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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, 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)

Core Curriculum *continued*

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)

CTI 294 Urban Politics (4 cr. hrs.)

This course introduces students to the study of urban politics in the United States, beginning with the historical foundations that have shaped contemporary cities and the institutional arrangements that govern them. Students will analyze how policy is made in U.S. cities, who exercises power in urban decision-making, and which

communities are most affected by public policy choices. We will examine the actors, institutions, and political forces that shape local governance, as well as the key policy challenges confronting American cities—from housing and homelessness to policing, infrastructure, and economic development. Throughout the course, students will critically evaluate competing solutions to these problems and consider the broader implications for democracy and justice. As we assess the current state and future trajectory of American cities, students will also engage their own community, applying course concepts to the lived realities of urban governance. (Interdisciplinary social science course)

CTI 295 Theories of Power (4 cr. hrs.)

This course analyzes the forces that structure cultures, societies, and human belief systems, including language, economics, gender, and race. Is truth objective, or is it constructed? If constructed, whose interests does it serve? How does power function to generate our practices and perceptions? We will address these questions from multiple perspectives, including the classical, the Marxist, the feminist, the psychoanalytic, the postmodern, and the postcolonial. (Interdisciplinary social science course)

CTI 296 African Americans and American Higher Education (4 cr. hrs.)

This course will investigate the relationship between institutions of higher learning in the United States and the African-American experience. Through this course, students will gain an understanding of the African-American experience in relation to colleges and universities as institutions of power and knowledge, and how African-Americans have struggled to be treated in an equitable and just way by those institutions. The course will explore the relationship colleges and universities (including William Jewell College) have to the enslavement of peoples from Africa and the ways in which colleges and universities have been grappling with that past. The research conducted by William Jewell students about their college's ties to slavery will be studied. Students will also learn about the ways in which institutions of higher learning have both included and excluded African-American students historically up through the present, the development and current place of Black Colleges in American life, debates among African-Americans about higher education, the development of the field of African-American Studies at institutions of higher learning and the ways in which college students have participated in the Civil Rights movement through organizations like the Student Non-Violent Coordinating Committee (SNCC). (Interdisciplinary social science course)

Core Curriculum *continued*

CTI 297 Human Rights (4 cr. hrs.)

This seminar focuses on understanding crucial areas of human rights in global politics today. Topics may include responding to genocide, human trafficking, civilian rights in war and religious freedom. (Interdisciplinary social science course)

CTI 298 Monuments and Memory: An Introduction to Public History (4 cr. hrs.)

Monuments and Memory will explore history through the memorialization of individuals, social groups, places, and historic events. The course will include local, national, and global case studies drawn from the fields of history, cultural heritage, cemeteries, and virtual online digital projects. In this course, students will learn the practices of public history from investigation to preservation and from interpretation to communication. Why do we remember some individuals, events, topics, and places over others? What do the design of monuments reveal about our communities, our cultures and politics, and our historical memories? Why do some sites become contested and others are forgotten? How do various actors use symbols to depict their notions of value and identity? How do communities balance the demands of promoters, creators, publics, and future generations? We will answer these questions through readings, discussions, presentations, site visits, and virtual excursions, to gain an understanding of how public history practitioners have utilized historical research to inform and shape representations of the past, ways of being, heritage, and national identities. (Interdisciplinary social science course)

CTI 299 Museums as Contested Ideas and Spaces (4 cr. hrs.)

What is a museum and what is its social relevance? With an emphasis on art and history institutions, we will discuss the historical origins of museums and their evolution, collecting, the role of the curator and the position of the visitor to explore the notion of the museum as a place of authority. This course introduces students to the museum as concept, theory and a place of assembled creation, curated knowledge, and culture. Museums can be read as texts shaped by their chosen narratives, using particular design techniques and display, in order to raise questions, assert particular understandings, and highlight contemporary issues. What does collecting tell us about the societies in which we live? As curatorial practices change to incorporate replicas, performances, and electronic media intermingled with real objects, can museums provide “truthful” objects and “authentic” messages? What about the functions of creativity, exploration, and innovation? As we consider how museums have played

a role in shaping culture and identity, we will interrogate how museums continue to fulfill their mission in these disruptive times. Do newer exhibition practices unsettle the notion of a museum as a place of authority? Can their collections and displays decenter and challenge power, offer new insights into different ways of seeing and thinking and debating disputed historical pasts? Can efforts to decolonize museums and highlight social justice initiatives through revised collecting strategies and alternative display methodologies, make museums a more inclusive public space? Through local site visits, presentations, guided reading discussions, and online explorations, we will examine the role of museums in the past and discover the ongoing attraction of the museum in the present. (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.

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.

Core Curriculum *continued*

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 “well-being” 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 and Kansas City) 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 internal 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 personal and structural attributes are needed to increase happiness and

well-being for individuals and the greater community. We will examine the tenets of well-being through positive psychology by applying them first to individuals and then to members of an underserved, urban community. Students will conduct in-depth investigations into the virtues of personal strengths, positive emotions, engagement and flow, personal relationships, meaning, achievement, international trends on life satisfaction, education, health care, and religion. These investigations will culminate with students working in teams to design research proposals to inquire into what the local, state, and or federal government can or should do to promote happiness and well-being in six zip codes where residents have the lowest health outcomes in Kansas City.

CTI 412: History of the Israeli-Palestinian Conflict (4 cr. hrs.)

This course seeks to provide a comprehensive understanding of the Israeli-Palestinian conflict. The course will trace the interaction of the Zionist movement and the Palestinian national movement from the late 19th century through the beginning of the 21st century, focusing on their impact on Israeli and Palestinian identities, societies, cultures, and politics. The course will examine the conflict by looking at the complexities of national identity and conflicting historical narratives. The ethical issues raised by the conflict will be explored by applying ethical systems, particularly Kantianism and Utilitarianism, to specific historical episodes in the conflict. A scientific study of the foodways and nutrition of both societies will provide students with the ability to understand the ways in which both societies share cultural practices while also highlighting disparities in nutrition. The various narratives, histories, and experiences that have shaped contemporary understandings of the conflict will be studied, as well as the efforts that have been made for creating dialogue and reconciliation between the two groups.

CTI 413: Contemporary Issues in Black America: Prophetic Praxis and Power (4 cr. hrs.)

This course studies key 21st century Black Freedom Struggle issues in the United States and the dynamic milieu of Prophetic Praxes that Black Freedom Struggle activists and leaders employ in strivings to end new millennial forms of Black oppression that remain. The study builds upon the six eras of the Historic Framework of the Black Freedom Struggle in America, a now 400 years plus campaign to free Black people from the pervasive impact of chattel slavery and the resultant decades of inequities and disparities the people still experience within the social, cultural, economic, religious, political, and educational strata, and structures of the nation.

Core Curriculum *continued*

CTI 414 Who Decides Who Should

Be Vaccinated? (4 cr. hrs.)

From when Edward Jenner invented the smallpox vaccine in 1796 to today's debates about COVID vaccine mandates, vaccines have been celebrated as medical miracles and castigated as damaging and unfair impositions. Vaccines have all but eliminated previously ubiquitous, deadly childhood diseases, but thousands of people are injured every year by vaccines. To protect a community from infectious disease, a sufficient proportion of people must be vaccinated. How should we design ethical public policy when individuals are asked to pay a small price to ensure the greater good? How should vaccines be distributed when resources are scarce? This course will examine how the immune system and vaccines work, how vaccines are studied to demonstrate their safety and efficacy and how vaccine policy should be developed and enacted.

take a case study approach in which students investigate major famines of the modern age including the Great Irish Famine, the Soviet Holodomor, the Bengal Famine, the Great Chinese Famine, and more recent examples in Ethiopia and Somalia. These investigations will focus on the historical, political, economic, cultural, and scientific contexts in which these famines emerged. The scientific and political contexts will be especially critical as students seek to answer one of the central questions of the course: are all famines in the modern age human-made? Finally, the course will focus on ethical considerations concerning famine in the contemporary context and research and debate proposed policies and solutions that have the potential to prevent famine in the future.

CTI 415 Transitional Justice and Memory (4 cr. hrs.)

What can be done to rebuild societies that have suffered severe, prolonged human rights atrocities and other abuses and violations? This course examines tools such as criminal trials, truth commissions, public monuments, and reconstruction of historical narratives as approaches to settle accounts, to construct more accurate memories of the past, and to create a basis for societal renewal.

CTI 416 The Second Amendment: Rights, Regulations, and Reality (4 cr. hrs.)

This course explores the legal, historical, ethical, and cultural dimensions of the Second Amendment and the right to bear arms in the United States. Through an interdisciplinary approach that draws on law, history, political science, philosophy, religion, and business, students will examine the evolution of gun rights, the constitutional and political debates surrounding firearms, and the broader social issues, including race, gender, class, religion, and national identity, that shape and are shaped by gun culture. The course also considers the role of science and technology in transforming the legal landscape of firearms regulation. This course invites students to think analytically about how firearms intersect with core societal values and emphasizes the application of critical thinking to the real-world issues around guns.

CTI 417 Food and Power (4 cr. hrs.)

This course examines famine and mass starvation in the modern age from an interdisciplinary approach. Understanding famine demands both theoretical and comparative analysis. Students will explore various definitions and theories of causes of famine including those of Thomas Malthus and Amartya Sen. The course will then

Biology

Division Head, Behavioral, Natural, and Health Sciences:
Professor Tara Allen

Assistant Professor: Alex Von Schulze

Instructor: Renee Harper

>> jewell.edu/biology

Included below is information about the major in biology, which leads to the Bachelor of Arts (BA) degree, the major in health sciences, which leads to the Bachelor of Science (BS) degree, and the minor in biomedical science.

The Majors BIOLOGY

Goals for Student Learning

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

- Explain major concepts in evolution, ecology, cell/molecular biology, and genetics.
- Evaluate the logic of scientific arguments.
- Design experiments to address biological questions and interpret their results.
- Communicate biological research through writing and oral presentations.

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 BNH 300 and begin a research project.

The program in biology also offers opportunities for study outside the traditional major. Those interested in careers in a health-related field may pursue a biomedical science 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. Teaching certification requires specific content courses that must be completed successfully in order to earn the major in secondary education. Additional information on the requirements for teacher certification can be found at the end of Education's section of this catalog. There are also testing and other requirements for teacher certification that can be found in the Student Handbook for Teacher Education and Certification, which is online.

Alternatively, students seeking certification to teach biology in grades 9-12 in the State of Missouri may complete a BA degree with a major in biology followed by a Master of Arts in Teaching degree. Testing and other requirements for certification will still apply.

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 and Molecular Biology (4) and Lab (1)
BIO 234	Genetics (4) and Lab (1)

Upper-level Electives

Cellular category:

One of the following courses:

BIO 321	Microbiology (4) and Lab (1)
BIO 324	Developmental Biology (4) and Lab (1)
BIO 350	Histology (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 courses:

BIO 310	Plant Biology (4) and Lab (1)
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)

In addition, completion of a minimum of eight additional hours from either of the above categories is required. Labs are strongly encouraged for these additional courses but are not required. Credit from BIO 380, Special Topics, may also be counted toward this requirement.

Senior Thesis

BNH 300, 350 (1 hour each)

Biology *continued*

Cognate Field Courses Required:

CHE 122 General Chemistry II (4) and Lab (1)
MAT 103 College Algebra (4)
 or a higher-level mathematics course
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)
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.

HEALTH SCIENCES

Allied health careers are healthcare professions distinct from medicine and nursing that focus on supporting diagnosis, treatment, rehabilitation, and prevention of disease. Examples include physical therapists, occupational therapists, chiropractors, genetic counselors, pharmacists, speech-language pathologists, podiatrists, physician assistants, optometrists, anesthesia assistants, genetic counselors, audiologists, etc. The major in health sciences is intended to provide the foundational science content as well as the applied health content and internships that will assist students interested in these kinds of careers.

Goals for Student Learning

- **Foundational Scientific Knowledge**
Students will demonstrate a comprehensive understanding of the biological, chemical, and physiological principles that underlie human health and disease.
- **Health Sciences Knowledge and Application**
Students will demonstrate knowledge of health systems, disease processes, and population health concepts essential to professional practice in the allied health fields.
- **Critical Thinking and Evidence-Based Reasoning**
Students will apply quantitative reasoning, research literacy, and evidence-based approaches to analyze health-related problems and evaluate potential solutions.
- **Professional Development and Clinical Readiness**
Students will develop the professional competencies, clinical awareness, and practical experience necessary to enter allied health professions or succeed in graduate and professional programs.

- **Human Development and Behavioral Health Literacy**

Students will demonstrate an understanding of psychological, developmental, and behavioral factors that influence health across the lifespan.

Required Courses

Foundational Sciences

BMS 126 Introduction to Microbiology (4) and Lab (1)
BMS 243 Human Anatomy (4) and Lab (1)
BMS 250 Human Physiology (4) and Lab (1)
CHE 121 General Chemistry I (4) and Lab (1)
 or CHE 113 Fundamentals of Chemistry (4) and Lab (1)

Health Sciences Core

BMS 120 Medical Terminology (1)
BMS 220 Introduction to Public Health (3)
BMS 221 Pathophysiology (3)
BMS 242 Pharmacology (3)
BMS 300 Bioethics (3)
BMS 310 Epidemiology (3)
NUR 211 Nutrition (2)

Behavioral Sciences

PSY 203 Abnormal Psychology (4)
PSY 205 Developmental Psychology: Childhood (2)
PSY 206 Developmental Psychology: Adolescence and Adulthood (2)

Research and Capstone

PSY 320 Statistics for Psychological Science (4)
BMS 400 Health Sciences Internship I (3)
BMS 410 Health Sciences Internship II (3)

Designated Electives*

Students must complete a minimum of 20 credit hours from the list below or approved alternatives.** Students are encouraged to select electives based on their career goals and the prerequisites of their intended graduate or professional programs.

Science electives

BIO 233 Cellular and Molecular Biology (4)
 with or without Lab (1)
BIO 234 Genetics (4) with or without Lab (1)
BIO 350 Histology with or without Lab (1)
CHE 122 General Chemistry II (4) and Lab (1)
CHE 301 Organic Chemistry I (4) and Lab (1)
CHE 302 Organic Chemistry II (4) and Lab (1)
CHE 450 Biochemistry (4) with or without Lab (1)
PHY 111 College Physics I (4) and Lab (1)

Biology *continued*

PHY 112 College Physics II (4) and Lab (1)

Exercise Science electives

EXS 261 Prevention and Treatment of Injuries (3)

EXS 300 Exercise Physiology (3)

EXS 320 Kinesiology (3)

EXS 381 Assessment and Measurement (4)

Health Science elective

SPA 221 Intermediate Spanish for Healthcare (4)

Behavioral Science electives

PSY 204 Social Psychology (4)

PSY 265 The Science and Practice of Well-being (4)

PSY 300 Clinical Psychology (4)

PSY 312 Behavioral Neuroscience (4)

PSY 313 Cognitive Psychology (4)

PSY 314 Sensation and Perception (4)

Professional and Leadership Development electives

BUS 231 Business Law and Ethics (4)

BUS 300 Leadership (4)

*Courses chosen as designated electives to apply to this major cannot also be used toward a minor.

**Students interested in specialized allied health pathways may identify courses beyond the approved elective list and request approval from the division head to include them among the designated electives for the major. Generally, these will be courses from other institutions that are not offered at William Jewell and whose credit will have to be transferred to William Jewell. All such courses must be approved in advance. Note that, normally, all credit contained within the last 30 hours before graduation must be earned in residence (with William Jewell courses).

The Minor

BIOMEDICAL SCIENCE

Students who are interested in pursuing doctoral-level studies in human and veterinary health fields take these classes to help them prepare for the admission process of professional programs.

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)

While the courses above are required for the minor, additional coursework will likely be necessary for students to begin the competitive application process, as course requirements vary by professional programs. Examples of required or highly recommended courses in some programs include courses in physics, biochemistry, microbiology, human anatomy, statistics, and psychology. It is also important to note that, while only lecture components of courses are required for this minor, for some courses enrollment in both lecture and laboratory may be required. Additionally, some professional schools expect lab components to be taken with lecture courses.

Students with a major in biochemistry are not eligible for the biomedical science minor because the requirements overlap too extensively.

Course Descriptions

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

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

Biology *continued*

research, and scientific writing. Research opportunities, both within the program 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.

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.

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.)

This course will study the structure, physiology, genetics, taxonomy, and ecology of microbes. Through our focus on microbes, we will practice reading, interpreting, critiquing, and writing about the scientific literature. Prerequisites: BIO 233, CHE 122, or current enrollment in CHE 122.

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

Biology *continued*

relevant to stem cell biology: pluripotent cell types, pluripotency, and reprogramming, stem cells and cancer, therapeutics, and ethics.

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

BIO 350 Histology (4 cr. hrs.)

A study of the microanatomy of mammalian cells focusing on how cellular structure impacts function. This course will familiarize students with detailed microanatomy of human tissues (epithelial, connective, neural, and muscle) and all organ systems in normal conditions. Some study of disease (histopathology) will be covered as it relates to an alteration in cellular/tissue microanatomy. The laboratory and lecture sections will complement each other, and the amount of time spent in each will vary depending on the topic. Prerequisites: BIO 233, CHE 122. Recommended: BMS 243 or BMS 250.

BIO 350L Histology 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.

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

BIO 380 Special Topics in Biology (1-4 cr. hrs.)

This course is intended to provide juniors and seniors with opportunities to study topics of interest in biology and/or topics required for future work in biology.

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 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 190, DTS 200, BIO 233, BIO 234 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.

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.

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

BEHAVIORAL, NATURAL, AND HEALTH SCIENCES

BNH 300 Research I (1 cr. hr.)

BNH 350 Research II (1 cr. hr.)

A two-course laboratory, field, or library research project is required for biology, chemistry, and biochemistry majors. BNH 300, the first course in the sequence, is generally taken the fall of the junior year and will involve development of a project based on scientific literature research. BNH 350 is generally taken in the spring of the

Biology *continued*

junior year and will require presenting the results of the research project. BNH 300 is a prerequisite for BNH 350. Students who wish to conduct additional research can take BNH 400 as an elective after having completed BNH 350.

BNH 400 Independent Senior Research (1 cr. hr.)

This course provides an opportunity for students who have completed BNH 350 to continue their research or do additional research under the guidance of a biology or chemistry faculty mentor. Students will extend or refine their existing project or pursue new research questions that emerged from prior work. This course is designed for students who wish to deepen their research experience beyond the BNH 300/350 sequence and is not required for any major within the division. May be repeated once for credit. Prerequisite: BNH 350 and instructor consent

BIOMEDICAL SCIENCES

Courses in the biomedical sciences do not meet any formal requirements of the biology or biochemistry majors, although BMS 250 is required for the biomedical science minor. They are designed primarily for students in allied-health fields and for students who are preparing for graduate-level work in healthcare. Several BMS courses meet requirements of the major in health sciences.

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 120 Medical Terminology (1 cr. hr.)

This course teaches students the language of medicine by introducing the rules for building and analyzing medical words. Students will learn to apply medical terminology to describe all organ systems of the human body, and to interpret medical terms related to diagnosis, pathology, and clinical procedures.

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 211 Preparing Medical Professionals II (1 cr. hr.)

This course is for students from any major who are interested in pursuing a career as a physician, physician assistant, anesthesia assistant, dentist, optometrist, physical therapist or veterinarian. Students will gain an understanding of the timeline, requirements, and steps in the process of applying to these professional programs. By the end of the course, students will understand how to apply to professional programs, begin preparing an application for that program (identifying schools, writing a personal statement, descriptions for meaningful experiences, professional resume, requesting recommendation letters) and practice interview skills. While most students will have taken BMS 111 previously, it is not a prerequisite. This course should be taken in the spring semester before a student applies to professional school (i.e. often in the junior year or sophomore year if applying to an early decision program). Instructor consent required. Spring semester.

BMS 220 Introduction to Public Health (3 cr. hrs.)

This course provides an overview of the principles, practices, and systems that define public health. Students examine how health and disease are distributed across populations and explore the social, environmental, behavioral, and structural factors that influence health outcomes. Topics include the history and organization of public health in the United States, epidemiological concepts, health promotion, and disease prevention strategies, environmental health, and the role of policy in shaping population health. The course emphasizes the interdisciplinary nature of public health and its connections to clinical practice, community health, and health equity.

Biology *continued*

BMS 221 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.

BMS 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 or corequisites: CHE 113, BMS 221, BMS 243, BMS 250 or equivalent.

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. 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 case studies and laboratory activities.

BMS 300 Bioethics (3 cr. hrs.)

This course examines ethical issues arising in healthcare, biomedical research, and public health. Students will explore foundational ethical principles such as autonomy, beneficence, nonmaleficence, and justice, and apply them to contemporary topics including end-of-life care, genetic testing, human subjects research, health disparities, and emerging biotechnologies. Through case studies, discussion, and analysis of primary literature, students will develop skills in ethical reasoning, critical evaluation, and

effective communication of complex moral issues in health sciences. Prerequisites: BMS 220, BMS 310, PSY 320.

BMS 310 Epidemiology (3 cr. hrs.)

The study of the distribution and determinants of health and disease in populations. Students will examine key concepts including measures of disease frequency, study design, risk assessment, bias and confounding, and the interpretation of epidemiological data. Emphasis is placed on applying analytical and critical thinking skills to real-world public health issues, including infectious and chronic diseases, health disparities, and prevention strategies. Through case studies, data analysis, and evaluation of scientific literature, students will develop the ability to assess evidence and communicate findings relevant to population health. Prerequisites may include introductory biology and/or statistics. Prerequisites: BMS 220, PSY 320.

BMS 400 Health Sciences Internship I (3 cr. hrs.)

BMS 410 Health Sciences Internship II (3 cr. hrs.)

Each Health Sciences Internship provides students with a minimum of 135 hours of supervised professional experience in a health-related setting aligned with their career goals. Students apply classroom knowledge to real-world practice while developing professional competencies, building networks in their chosen field, and reflecting on their professional growth. Internship I and Internship II use the same course objectives but are completed at different sites or during different semesters to broaden the student's exposure to health professions practice.

Business and Leadership

Division Head, Business, Communication, and Education:
Professor Christopher McCullick

Professor: Yuriy Bots

Accountant in Residence: Mark Satterfield

Executive in Residence: Michael Lockert

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Included below is information about majors in the areas of accounting and business, which lead to the Bachelor of Science (BS) degree, and about minors in business administration and entrepreneurial 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:

- Accounting Competencies – Graduates will demonstrate technical accounting competencies of the profession that add value to business and contribute to a prosperous society including the ability to assess and manage risk, apply appropriate measurement analysis techniques and interpret results, effectively compile and report business and financial content, identify and apply business processes and frameworks, and effectively and efficiently utilize relevant technology.
- Business Competencies – Graduates will demonstrate knowledge of the broad business environment in which accounting professionals work including developing perspectives in the areas of strategy, management, governance, and client service.
- Professional Competencies – Graduates will demonstrate professional competencies related to the skills, attitudes, and behaviors of accounting professionals including ethical conduct, decision-making, collaboration, leadership, communication, and project management.

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 (4)
ACC 405	Accounting Research and Application (2)
ACC 406	Accounting Information Systems (2)
ACC 421	Governmental and Not-for-Profit Accounting (2)
ACC 431	Auditing (4)
BUS 180	Business Analytics (2)
BUS 202	Principles of Management (4)
BUS 231	Business Law and Ethics (4)
DTS 150	Introduction to Data Science (4)
ECO 101	Principles of Microeconomics (4)
ECO 202	Principles of Macroeconomics (4)
FIN 315	Financial Management (4)

Four additional hours* from any 300/400-level course(s) in ACC, BUS, ECO, FIN, or MGT not used to meet any of the above requirements.

**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 both to sit for the CPA exam and to obtain one's CPA license vary state by state.

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, 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

Business and Leadership *continued*

that will allow one to complete 150 college semester credit hours and meet the educational requirements necessary both to sit for the CPA exam and to apply for one's CPA license in the State of Missouri. Please contact Professor Chris McCullick for further information.

BUSINESS

Goals for Student Learning

Graduates obtaining the Bachelor of Science degree with a major in Business 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.

Students seeking certification to teach business in grades 9-12 in the State of Missouri may complete a BS degree with a major in business followed by a Master of Arts in Teaching degree. Testing and other requirements for certification will also apply.

Required Courses

The following courses make up the core for all business majors:

ACC 111	Fundamentals of Financial Accounting (4)
ACC 341	Cost Management Accounting (4)
BUS 103	Business Communications (2)
BUS 180	Business Analytics (2)
BUS 202	Principles of Management (4)
BUS 231	Business Law and Ethics (4)
BUS 406	Strategic Management (4)
ECO 101	Principles of Microeconomics (4)
ECO 202	Principles of Macroeconomics (4)

In addition to the above courses in the core, each business major **must** choose one area of emphasis. The requirements for the areas of emphasis are listed below.

Emphasis in Artificial Intelligence

BUS 300	Leadership (4)
BUS 380	AI Toolkit for Business Applications (4)
BUS 425	Human-Centered AI Ethics and Society (4)
BUS 481	Applied AI Business Solutions Internship (4)

Emphasis in Economics*

ECO 308	Managerial Economics (4)
ECO 415	Emerging Issues in Economics (4)
ECO 481	Economics Internship (4)
FIN 315	Financial Management (4)

Emphasis in Finance*

FIN 315	Financial Management (4)
FIN 415	Emerging Issues in Finance (4)
FIN 481	Internship in Finance (4)
ECO 308	Managerial Economics (4)

Emphasis in Management**

BUS 300	Leadership (4)
MGT 415	Emerging Issues in Management (4)
MGT 481	Internship in Management (4)
MKT 205	Marketing Principles (4)

Emphasis in Marketing**

BUS 300	Leadership (4)
MKT 205	Marketing Principles (4)
MKT 415	Emerging Issues in Marketing (4)
MKT 481	Internship in Marketing (4)

Emphasis in Sports Management

SMT 205	Business of Sport (4)
SMT 415	Emerging Issues in Sports Management (4)
SMT 481	Internship in Sports Management (4)
MKT 205	Marketing Principles (4)

A student is permitted to select a second area of emphasis, but a student is not allowed to have more than two areas of emphasis. (See the following two notes.)

*A student is not permitted to select both the emphasis in economics and the emphasis in finance, due to overlap of courses.

**A student is not permitted to select both the emphasis in management and the emphasis in marketing, due to overlap of courses.

Each area of emphasis requires a minimum of 4 hours of internship in the appropriate field. Even if a student has expressed the intent to work toward a *second* area of

Business and Leadership *continued*

emphasis, failure to complete a second area of emphasis will not prevent a student from finishing the business major or from being graduated.

Students must earn a grade of C– or higher in each of the required courses.

Transfer students who have been out of high school at least two years and who have completed at least 12 credit hours after high school graduation are eligible to apply to William Jewell College's online business degree completion program, which will lead to a major in business with an emphasis in management.

The Minors

BUSINESS ADMINISTRATION

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

Required Courses

ACC 111	Fundamentals of Financial Accounting (4)
BUS 103	Business Communications (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 300	Leadership (4)
FIN 315	Financial Management (4)
MKT 205	Marketing Principles (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.*

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 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)

Skill Development

MKT 205	Marketing Principles (4)
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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 208	Entrepreneurial Cash Flow Management (2)
ENT 362	New Venture Creation (2)
LSP 250	Leadership Cornerstone (2)
LSP 350	Leadership Capstone (2)

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.*

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.

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

Application of accounting theory, standards, principles,

Business and Leadership *continued*

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 (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.

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

Business and Leadership *continued*

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

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 103 Business Communications (2 cr. hrs.)

This course introduces first-year business students to essential communication strategies and theories while developing proficiency in key business communication tools. Students will explore principles of effective professional communication, including audience analysis, message clarity and persuasive techniques, while learning to craft professional documents, data-driven reports, and compelling presentations. Emphasis is placed on developing clear, concise, and strategic communication skills that are critical for success in the business world.

BUS 180 Business Analytics (2 cr. hrs.)

In this course, the student will learn core data-analytics concepts that apply in the business setting. Students will learn basic and complex analytical concepts leveraging online learning tools that cover topics such as data literacy, databases, AI, statistics, visualization, and more. Students will utilize data within case studies to improve decision-making when faced with business alternatives and external constraints. Finally, throughout the course, students will explore moral and ethical challenges that can arise in implementing analytical approaches within an organization. Students will need access to an iPad or computer.

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 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.

BUS 300 Leadership (4 cr. hrs.)

This course explores the timeless principles of leadership through the lens of classical texts and philosophical thought. Students will engage with foundational works from thinkers such as Plato, Aristotle, Machiavelli, Confucius, and contemporary leadership theorists to examine the ethical, strategic, and psychological dimensions of leadership. Through critical discussions, case studies and applied reflections, students will develop a deeper understanding of leadership as a practice rooted in wisdom, virtue, and adaptability. This course is designed for business students seeking to enhance their leadership acumen through rigorous intellectual inquiry and practical application.

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 319 Applied Statistics (4 cr. hrs.)

The results of statistical analyses of data are ubiquitous in today's information-saturated world. In addition,

Business and Leadership *continued*

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. May be 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 380 Artificial Intelligence Toolkit for Business Applications (4 cr. hrs.)

This foundational course introduces students to practical artificial intelligence tools and applications in business contexts. Students will gain hands-on experience with current AI technologies including large language models, automation platforms, data analysis tools, and decision support systems. The course emphasizes practical implementation skills, business use case identification, and strategic integration of AI tools into existing business processes. No programming experience required; focus is on user-friendly AI platforms and business applications.

BUS 406 Strategic Management (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: MKT 205, 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 420 Applied Project Management (4 cr. hrs.)

An applied, faculty-supervised course in which students plan, execute, and evaluate a real-world project within a professional or community-based setting. Drawing on core competencies developed throughout the Business major, students design a formal project charter, manage stakeholder relationships, apply budgeting and scheduling methods, and deliver a professional capstone presentation and written report. The course integrates principles from management, business analytics, communications, and leadership to simulate the full project lifecycle in a structured academic framework. Students completing the course at their current place of employment will apply classroom knowledge directly to organizational challenges; students without current employment may complete the project through a faculty-approved community partner or applied scenario. This course is not an internship; it is a project-based capstone experience designed specifically for working adults with existing professional experience who are developing advanced applied leadership and management competencies. Open only to business majors. Prerequisites: BUS 202 and 300; completion of a minimum of 60 credit hours.

BUS 425 Human-Centered Artificial Intelligence Ethics and Society (4 cr. hrs.)

This interdisciplinary course examines the intersection of artificial intelligence, business practice, and human values. Students explore ethical frameworks for AI deployment, investigate the societal implications of automated decision-making, and develop skills for responsible AI governance. The course combines philosophical inquiry with practical case studies, emphasizing the preservation of human agency, dignity, and flourishing in an AI-augmented business environment. Students will engage with diverse perspectives on what it means to be human in an age of artificial intelligence. Prerequisite: BUS 380.

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: MKT 205.

Business and Leadership *continued*

BUS 440 Business Analytics Capstone (4 cr. hrs.)

The Business Analytics Capstone will provide students within the business analytics 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. May be 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 report and recommendations to the client by the end of the semester. This course offers a challenging 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: MKT 205.

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 Applied Artificial Intelligence Business Solutions Internship (1-6 cr. hrs.)

This capstone experience provides students with hands-on opportunity to apply AI knowledge in real business environments through partnerships with local organizations, startups, or internal college projects. Students could work in small teams under faculty supervision to identify, design, and implement AI solutions that address genuine business challenges while adhering to ethical guidelines developed in previous coursework.

The course emphasizes project management, stakeholder communication, iterative development, and professional presentation of technical solutions to non-technical audiences. Students must commit to a work schedule of 45 contact hours for every credit hour sought. This course can 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. Prerequisite: BUS 425.

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 (4 cr. hrs.)

This course is designed to enable students to apply

Business and Leadership *continued*

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.

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), heteroskedasticity, 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. May be 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 introduces 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. May be cross-listed as POL 232.

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

Business and Leadership *continued*

policies are discussed. Trade and developing countries conclude 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 415 Emerging Issues in Economics (1-4 cr. hrs.)

In this course, students will review and analyze important current trends and issues in economics through the perspectives of various business vantages (operations, marketing, human resources, law, leadership, technology, and strategic management) and stakeholder perspectives. Topics to be covered could include emerging issues in the field of economics such as globalization and trade policies, economic impacts of big data and automation, investment analysis, sustainability and economic development, labor market dynamics, digital economies and platform-based business models, income inequality and social mobility, economic ethics, and applied economic research. Students will work in teams to analyze these topics and develop a range of economic strategies for a specific case.

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 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. May be 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.

Business and Leadership *continued*

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 150 Entrepreneurial Venture (0-1 cr. hrs.)

This course is designed to help students assess and develop their entrepreneurial mindset and skill set. In addition, they will be working on gaining knowledge around developing a business plan for a new business concept. The course can be repeated for a maximum of 2 credit hours.

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.

ENT 206 Systems Thinking (2 cr. hrs.)

This course introduces 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 208 Entrepreneurial Cash Flow Management (2 cr. hrs.)

Effective entrepreneurs understand the critical nature of managing cash flow. This course develops the ability to understand, forecast, and optimize cash flows, equipping entrepreneurs with the knowledge and tools needed to master cash flow dynamics, make informed financial decisions, and navigate the financial challenges unique to entrepreneurial ventures.

ENT 250 Entrepreneurial Development (0-1 cr. hr.)

This course is designed to help students assess and develop their entrepreneurial mindset and skill set; they will be working with a mentor to assist in assessment. In addition, they will be working on gaining knowledge around developing a business plan for a new business concept, testing the market for their plan and pitching their ideas to various audiences. The course can be repeated for a maximum of 2 credit hours. Prerequisite: ENT 150.

ENT 350 Entrepreneurial Strategy (0-1 cr. hr.)

This course is designed to help students assess and develop their entrepreneurial mindset and skill set. They will be working using a variety of assessment tools as well as engage in coaching sessions to enhance skills. In addition, they will work on gaining knowledge around developing a business plan for a new business concept, testing the market for their plan, determining feasibility and market demand, as well as developing financial plans. The course can be repeated for a maximum of 2 credit hours. Prerequisite: ENT 250.

Business and Leadership *continued*

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 450 Entrepreneurial Capstone (0-1 cr. hr.)

This course is designed to help students assess and develop their entrepreneurial mindset and skill set, by mentoring a younger MIC Fellow and learning how to be an effective mentor. In addition, they will work on gaining knowledge around developing a business plan for a new business concept as they take their feasibility studies to market and begin to seek financing through various presentation outlets. The course can be repeated for a maximum of 2 credit hours. Prerequisite: ENT 350.

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.

FINANCE

FIN 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 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.

FIN 415 Emerging Issues in Finance (4 cr. hrs.)

In this course the students will review and analyze important current trends and issues in finance through the perspectives of various business vantages (operations, marketing, finance, human resources, law, leadership, technology, and strategic management) and stakeholder perspectives. Topics to be covered will include some of the emerging issues in the field of finance: globalization of finance, big data and trend analysis, sustainability-driven financing, automation of finance functions, cloud-based accounting, digital payments and blockchain, ethics, and practical finance research. Students will work in teams analyzing the topic and develop a range of finance-based strategies for a specific case. Prerequisite: FIN 315.

FIN 481 Internship in Finance (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 FIN 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.

LEADERSHIP

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 (1 cr. hr.)

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. This course can be repeated once for credit toward graduation.

Business and Leadership *continued*

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 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 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 520 Organizational Leadership (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.

MANAGEMENT

MGT 415 Emerging Issues in Management (4 cr. hrs.)

In this course the students will review and analyze important current trends and issues in management. This course will expose students to current debates, issues, and controversies in the practice of management.

As businesses strive to succeed in constantly changing contexts students will benefit from being able to identify declining and emerging opportunities, develop key management competencies, and engage critical thinking in the evaluation of and response to these challenges. In this class students will address the big questions arising from the conduct and context of businesses. Students will work in teams analyzing the topic and develop a range of management strategies for a specific case. Prerequisite: BUS 402.

MGT 481 Internship in Management (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 MGT 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.

MARKETING

MKT 205 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.

MKT 415 Emerging Issues in Marketing (4 cr. hrs.)

In this course the students will review and analyze important current trends and issues in marketing, through the perspectives of various business vantages (operations, marketing, finance, human resources, law, leadership, technology and strategic management) and stakeholder perspectives. Topics to be covered will include some of the emerging issues in the field of marketing: marketing automation software, omni-channel communication, personalization trend, focus on sustainability, ethical marketing and practical marketing research. Students will work in teams analyzing the topic and develop a range of marketing strategies for a specific case. Prerequisite: MKT 205.

Business and Leadership *continued*

MKT 481 Internship in Marketing (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 MKT 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.

SPORTS MANAGEMENT

SMT 100 Foundations of Sports Media (3 cr. hrs.)

An introduction to the sports media industry covering essential skills both behind and in front of the camera. Students explore the history of sports broadcasting, learn basic production techniques, and develop foundational communication skills necessary for all sports media careers. Topics include sports media history, communication fundamentals, technical basics, and digital content creation with integration of AI technologies.

SMT 120 Sports Production and Technical Operations (3 cr. hrs.)

A deep dive into the technical aspects of sports media production, focusing on advanced filming techniques, live broadcast technology, and post-production workflows used in professional sports coverage. Students master advanced camera techniques for sports coverage, understand live broadcast production workflows, develop expertise in video editing and post-production, and learn broadcast technology infrastructure including emerging technologies such as VR, 4K, and HDR. Prerequisite: SMT 100.

SMT 125 Sports Marketing and Business Operations (3 cr. hrs.)

Explores the business side of sports media, including marketing strategies, sales techniques, and revenue generation. Students learn sports marketing principles, develop skills in media sales and sponsorship development, understand in-arena entertainment and fan engagement, and analyze sports business models and revenue optimization. Combines theoretical business concepts with practical applications in sports media contexts. Prerequisite: SMT 100.

SMT 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.

SMT 281 Sports Media Applied Internship (3 cr. hrs.)

A capstone experience where students apply their specialized skills in real-world settings through structured internships with local sports organizations, media companies, or the college's athletic department. Students complete practical projects while receiving mentorship from industry professionals. Minimum 135 hours of supervised work experience with weekly reflection journals, progress evaluations, and a final capstone project presentation. May be repeated once for a total of 6 hours' credit. Prerequisites: SMT 100 and SMT 120 or 125.

SMT 415 Emerging Issues in Sports Business (4 cr. hrs.)

In this course students will review and analyze important current trends and issues in sports business through the perspectives of various business vantages (operations, marketing, finance, human resources, law, leadership, technology and strategic management) and stakeholder perspectives. Topics to be covered will include some of the emerging issues in the field of sports business: data-driven sports management, deepening fan engagement using social media, "smart arenas," globalization, esports and the shift to non-traditional sports, ethics and practical sports business research. Students will work in teams analyzing the topic and develop a range of management strategies for a specific case. Prerequisite: SMT 205.

SMT 481 Internship in Sports Management (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 SMT 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.

MATHES INNOVATION CENTER

The MIC is designed to help students pursue entrepreneurial endeavors, and a fellowship has been established for selected students. In order to be recognized

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as Mathes Innovation Fellows, students must complete successfully the following courses:

ENT 150	Entrepreneurial Venture (0-1)
ENT 250	Entrepreneurial Development (0-1)
ENT 350	Entrepreneurial Strategy (0-1)
ENT 450	Entrepreneurial Capstone (0-1)

Chemistry and Biochemistry

Division Head, Behavioral, Natural, and Health Sciences:
Professor Tara Allen

Associate Professors: Aaron Keller, Shane Price
Assistant Professor: Mahsa Hosseini

>> jewell.edu/chemistry
>> jewell.edu/biochemistry

Included below is information about majors in chemistry and biochemistry. Both majors lead to the Bachelor of Arts (BA) degree. Also provided is information about the minor in chemistry.

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;
- the ability to design, conduct, and evaluate meaningful biochemical research; and
- a sense of professionalism as a biochemical scientist, including the development of ethical reasoning and inclusive capacities.

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.

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)
BNH 300	Research I (1)
BNH 350	Research II (1)
BIO 134	Biological Diversity (4) and Lab (1)
BIO 233	Cell and Molecular Biology (4) and Lab (1)
BIO 234	Genetics (4) and Lab (1)
PHY 111 or 213	Physics I (4) and Lab (1)
PHY 112 or 214	Physics II (4) and Lab (1)
MAT 109	Calculus I (4)

or a more advanced math course

In addition, four credit hours are required from the list that follows. Students who choose a BIO course from the list are strongly encouraged also to take the corresponding lab, when offered, but are not required to do so.

BIO 321	Microbiology (4)
BIO 324	Developmental Biology (4)
BIO 350	Histology (4)
BIO 380	Special topics (1-4)
only when the topic is from the cellular category	
BIO 452	Molecular Genetics (4)
CHE 406	Instrumental Analysis (4) and Lab (1)

Students planning on graduate study in biochemistry are strongly encouraged to consider taking additional courses in mathematics.

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;
- the ability to design, conduct, and evaluate meaningful chemical research; and
- a sense of professionalism as a chemical scientist, including the development of ethical reasoning and inclusive capacities.

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

Chemistry and Biochemistry *continued*

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.

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. Teacher certification requires specific content courses that must be completed successfully in order to earn the major in secondary education. Additional information on the requirements for teacher certification can be found at the end of the Education section of this catalog. There are also testing and other requirements for teacher certification that can be found in the Student Handbook for Teacher Education and Certification, which is online.

Alternatively, students seeking certification may complete a BA 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 program. Testing and other requirements for certification will still apply.

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 406	Instrumental Analysis (4) and Lab (1)
BNH 300	Research I (1)
BNH 350	Research II (1)
PHY 111 or 213	Physics I (4) and Lab (1)
PHY 112 or 214	Physics II (4) and Lab (1)
MAT 109	Calculus I (4)

or a more advanced course in math.

Students planning on graduate study in chemistry are strongly 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 program in chemistry offers a minor 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	Analytical Chemistry (4) and Lab (1)
or CHE 450	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 cannot earn minors in both biomedical science 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, and 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

Chemistry and Biochemistry *continued*

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: MAT 103 or higher-level math course; grade of C– or better in CHE 121. Spring semester.

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. The course culminates in a final research report presented in a technical-report format. Prerequisite: CHE 302 or concurrent enrollment in CHE 302. 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; 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 organic spectroscopy; the synthesis and reactions of aromatic compounds, alcohols, ethers, polymers, carbonyl compounds, amines, and bioorganic compounds. 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 instructor's consent. 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

Chemistry and Biochemistry *continued*

and MAT 109. Physics is strongly recommended.
Fall semester.

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.)

The BNH research courses are included in biology's section of the catalog.

Communication

Division Head, Business, Communication, and Education:
Professor Christopher McCullick

Assistant Professors: Jacqueline Land, Ge Zhu

>> jewell.edu/communication

>> jewell.edu/digital-media-communication

The mission of the program in communication is to prepare students to be knowledgeable, versatile and confident in responsibly meeting the complex communication challenges of a dynamic world.

The program offers a major, which lead to a Bachelor of Arts (BA) degree, and a minor in the same field. 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.

The Major MEDIA AND COMMUNICATION

This is an applied major that prepares students to create, analyze, and manage communication across digital and media environments. The major offers two emphases, Social Media Management and Digital Media Production, allowing students to tailor their studies toward strategic, managerial, or creative career paths. Students will develop skills in content creation and storytelling, media management, digital strategy, and communication analytics. Students will also learn how to think critically about audience, messages, and impacts. Graduates are prepared for careers in fields including advertising, digital marketing, front-end web development, photography, digital audio and video production, public relations, health communications, and political campaigns. Graduates will also be ready for related roles in media, corporate, and non-profit organizations.

Learning Outcomes

Our majors in media and communication will be able to:

- create effective digital media content for diverse audiences and platforms;
- apply strategic communication principles to professional contexts;
- analyze media messages critically considering cultural, ethical, and social implications;
- utilize digital tools and analytics to evaluate communication effectiveness; and
- demonstrate professional communication competencies aligned with industry standards.

Required Courses for All Students

BUS 103	Business Communication (2)
MCM 120	Introduction to Media and Communication (4)
MCM 155	Introduction to Digital Media Production (4)
MCM 200	Introduction to Speech Composition (4)
MCM 210	Applied Communication (4)
MCM 497	Media and Communication Capstone (2)

Either of the following*:

MCM 357	Indigenous Media and Digital Culture (4)
MCM 358	Intercultural Communication (4)

Students select one primary area of emphasis. A second area of emphasis is optional and will not lead to a second major. Failure to complete a second area of emphasis will not prevent a student from completing the major or from being graduated.

Additional courses required of students with an emphasis in **social media management**:

MCM 220	Strategic Content Creation (4)
MCM 345	Social Media and Digital Strategy (4)
MCM 350	Digital Media Analytics (4)
MCM 491	Internship in Social Media Management (4)

Additional courses required of students with an emphasis in **digital media production**:

MCM 260	Coding and UX Design (4)
MCM 270	Video Production and Editing (4)
MCM 360	Digital Photography and Imaging (4)
MCM 492	Internship in Digital Media Production (4)

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

The Minor MEDIA AND COMMUNICATION

The Media and Communication minor provides students with foundational knowledge in media theory and digital production skills. This minor complements majors in business, marketing, journalism, public relations, and other fields requiring digital communication competencies. Students gain practical experience in content creation and strategic communication while developing critical thinking about media messages and their impacts.

Required Courses

MCM 120	Introduction to Media and Communication (4)
MCM 155	Introduction to Digital Media Production (4)

Communication *continued*

Plus three of the following courses, at least one of which must be at the 300-level*:

BUS 103	Business Communication (2)
MCM 220	Strategic Content Creation (4)
MCM 260	Coding and UX Design (4)
MCM 270	Video Production and Editing (4)
MCM 345	Social Media and Digital Strategy (4)
MCM 350	Digital Media Analytics (4)
MCM 360	Digital Photography and Imaging (4)

**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.*

Students cannot earn both the major and minor in media and communication.

Course Descriptions

MEDIA AND COMMUNICATION

MCM 120 Introduction to Communication and Media Studies (4 cr. hrs.)

This course will introduce students to the study of communication and media. It examines relevant concepts and theories on the creation, delivery, and reception of mediated communication messages in various contexts, with a focus on the importance of communication to culture. Students will explore the complex interplay of content, aesthetics, social influence, and cultural conventions to develop their abilities as critical media consumers and creators.

MCM 155 Introduction to Digital Media Production (4 cr. hrs.)

Provides hands-on experience in the converging fields of video and web-based media production. Explore the aesthetic, ethical, and design issues in these media as well as acquire a basic technical education in using the Adobe Creative Suite (Lightroom, Dreamweaver, Photoshop, Audition, and Premiere) used to create digital media. Students complete digital media projects in front-end web development (HTML/CSS), graphic design, high-definition photography, digital audio production, and high-definition video shooting/editing.

MCM 200 Introduction to Speech Composition (4 cr. hrs.)

This course introduces students to the principles and practices of effective speech composition and delivery. Students will develop the fundamental skills of writing and presenting effective public speeches, including research,

audience analysis, organizational methods, and persuasive techniques. Students will put these elements into practice by writing and presenting a total of four original speeches over the course of the semester: the introductory speech, informative speech, persuasive speech, and commemorative speech. Through practice, peer feedback, and analysis of notable speeches, students will enhance their ability to craft compelling, clear and well-structured messages for various contexts and build confidence in public speaking.

MCM 210 Applied Communication (4 cr. hrs.)

Introduces students to the practical use of communication and media principles and skills across professional settings, including advertising, public relations, public health, and political campaigns. This class helps students develop an understanding of how to translate media and communication skills into diverse career pathways.

MCM 220 Strategic Content Creation (4 cr. hrs.)

This course focuses on strategic writing and multimedia content creation for professional communication contexts such as public relations, advertising, and related fields. Students learn to design effective messages through activities including interviewing, podcasting, press release writing, photo storytelling, and digital content production, with an emphasis on audience, purpose, and communication goals.

MCM 260 Coding and UX Design (4 cr. hrs.)

This course acquaints students with the principles and practices of designing and coding user-centered digital experiences. Front-end web developers need a strong foundation in coding languages (HTML, CSS, and JavaScript) and website management systems, as well as the core concepts in user experience (UX) and user interface (UI) design, including usability, accessibility, information architecture, and interaction design. The course examines how design choices such as color, typography, and layout correspond to strategic objectives and user needs. Through hands-on projects, students will design, prototype, and code responsive, accessible websites while learning to evaluate digital interfaces as cultural, ethical, and communicative systems.

MCM 270 Video Production and Editing (4 cr. hrs.)

This course is an introduction to the digital video production process, including pre-production, shooting, and editing. Students will develop the technical skills needed to create videos in a variety of genres such as promotional content, live streams, documentaries, and short films. Emphasis will be put on shot composition,

Communication *continued*

lighting, cinematography, sound recording, and audio-visual storytelling. Students will edit original footage using Adobe Premiere and will explore the use of transitions and other effects, importing imagery, adding title credits, editing digital sound, and multiple audio tracks. The course addresses best practices related to copyright and fair use, as well as proper file management and preparing files for upload to web environments.

MCM 345 Social Media and Digital Strategy (4 cr. hrs.)

This course will equip students with the knowledge and skills necessary to develop effective digital strategies, including the use of various social media platforms, for personal and organizational branding. Specific focal points will include search engine optimization, content marketing, online advertising, crisis management in the digital age, and legal and ethical considerations.

MCM 350 Digital Media Analytics (4 cr. hrs.)

Examines how analytics are used to evaluate the effectiveness of digital media and communication across platforms. This class will introduce students to key metrics and tools for analyzing social media performance, website traffic, and digital communication campaigns. Emphasizing audience engagement, message impact, and strategic decision-making, students will learn how to interpret data to inform communication strategies in professional contexts.

MCM 357 Indigenous Media and Digital Culture (4 cr. hrs.)

This course offers a historical overview and critical exploration of Indigenous media, beginning with early still photography and silent films, to Hollywood and independent film and television, through to the digital age, with a growing presence of Indigenous celebrities, political leaders, influencers, makeup brands, beadwork sellers, fan-podcasters, game live streamers, UX designers, meme artists, and everyday users on digital platforms today. We will map Indigenous histories at the local, regional, national, and global level, while also attending to the unique aesthetic, cultural, political, ethical, and technological issues of Indigenous media-making within the context of creative expression and communication. In addition, the course is designed to facilitate a culturally responsive learning experience through presentations, research, service-learning digital projects, and personal interactions with tribal cultural educators and communities in the KC-metro area. It is structured around a combination of classroom discussions, readings, film screenings, exploration of interactive media forms, and attendance at local cultural events relevant to course

topics. This course may be cross-listed as CTI 211. It is recommended that students enrolling in this course be eligible to take Level-II CTI courses.

MCM 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. May be cross-listed as CTI 219. It is recommended that students enrolling in this course be eligible to take Level-II CTI courses.

MCM 360 Digital Photography and 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.

MCM 491 Internship in Social Media Management (4 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 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 program's Director of Interns; 12 hours of communication courses as determined by the Director of Interns. Interested students should obtain a copy of the Internship Guidelines from the Director of Interns the semester before an internship is planned in order to meet the guidelines in a timely fashion.

MCM 492 Internship in Digital Media Production (4 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 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 program's Director of Interns; 12 hours of communication courses as determined by the Director of Interns. Interested students should obtain a copy of the Internship Guidelines from the Director of Interns the semester before an internship is planned in order to meet the guidelines in a timely fashion.

Communication *continued*

MCM 497 Media and Communication

Capstone (2 cr. hrs.)

Senior Media and Communication majors will provide students the opportunity to demonstrate the knowledge and skills they have cultivated in a project-based environment, culminating in a public presentation showcasing their process and final deliverables. The project will vary based on the student's areas of focus and may be self-directed or completed in partnership with a sponsoring organization. Students will also create a digital portfolio of their work.

MCM 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 MCM 499.

Computer Studies

Division Head, Analytical Sciences: Professor Maggie Sherer

>> jewell.edu/computer-science

>> jewell.edu/information-technology

The Majors

COMPUTER SCIENCE

Learning Outcomes

- Students will be able to write clear, well-commented code that considers scalability, usability, and computational efficiency in common programming languages.
- Students will be able to scope and implement functional programs to solve a range of problems.
- Students will be able to define front-end development and create usable applications leveraging modern front-end frameworks.
- Students will be able to define back-end development and build and use relational databases using modern back-end frameworks.
- Students will be able to design and follow product lifecycle best practices to ensure that they build products that meet clear needs and constraints.
- Students will be able to clearly articulate the value and implications of a development project to manage product stakeholders.
- Students will be able to apply ethical theories and codes of ethics to issues of technology and computer science.

The major leads to a Bachelor of Science (BS) degree. A majority of the CSC courses in the major may be taught online through a partnership with RIZE Education.

Required Courses

CSC 100	Introduction to Computer Science (3)
CSC 195	Programming for Everyone II (3)
CSC 200	Web Development (3)
CSC 210	Discrete Mathematics (4)
CSC 250	Career Navigation and Exploration in Computer Science (3)
CSC 280	Modern Technologies (3)
CSC 300	Application Development 1: Backend (3)
CSC 310	Computer Systems (3)
CSC 320	Data Structures (3)
CSC 330	Application Development 2: Frontend (3)
CSC 400	Algorithms (3)
CSC 410	Software Development (3)
CSC 430	Senior Seminar (2)
CSC 440	Capstone Project (3)
DTS 190	Introduction to Programming (4)

DTS 218
DTS 410
MAT 109

Applied Statistics (4)
Ethics and Technology (2)
Calculus I (4)

INFORMATION TECHNOLOGY

Learning Outcomes

- Students will display critical thinking and problem skills in relation to a wide range of Information Technology challenges.
- Students will understand and be able to meaningfully interact with the technological systems of an organization.
- Students will display the ability to communicate technical concepts to both technical and non-technical stakeholders effectively.
- Students will be prepared to adapt to the ever-changing world of Information Technology, including social and ethical implications.

The major leads to a Bachelor of Science (BS) degree. A majority of the ITS and CSC courses in the major may be taught online through a partnership with RIZE Education.

Required Courses

CSC 100	Introduction to Computer Science (3)
CSC 195	Programming for Everyone II (3)
CSC 200	Web Development (3)
CSC 210	Discrete Mathematics (4)
ITS 100	Introduction to Information Technology Systems (3)
ITS 200	Google Cloud Computing Foundations (3)
ITS 220	Networking Technologies and Telecommunications (3)
ITS 230	PostgreSQL (3)
ITS 300	Operating Systems and Architecture (3)
ITS 400	Information Security and Data Protection (3)
ITS 430	Senior Seminar (1)
ITS 440	Information Technology Capstone (3)
BUS 202	Principles of Management (4)
DTS 190	Introduction to Programming (4)
DTS 218	Applied Statistics (4)
DTS 410	Ethics and Technology (2)
ENT 205	Project Management (2)

Course Descriptions

COMPUTER SCIENCE

CSC 100 Introduction to Computer Science (3 cr. hrs.)

This course teaches you not just how computers work, but how they have and will continue to evolve. You'll get a taste for coding by building your own website, designing AI-powered products, learning how to break down technical

Computer Studies *continued*

problems and becoming a wiser digital citizen in the process.

CSC 120 Personal Networks and Internet Security (2 cr. hrs.)

This course will introduce students to the basics of networks for homes and personal use and provide them with best practices to secure their networks to protect their personal information. Students will learn about the history, operation, and societal impact of the internet and apply these concepts to home networks and personal cybersecurity. Students will learn to configure and secure a home network including understanding LANs, IP addressing, TCP/IP protocols, and implementing security such as firewalls and VPNs.

CSC 195 Programming for Everyone II (3 cr. hrs.)

In the first half of the course, you will learn how to leverage your Python skills to treat the internet as a source of data. The second half of the course will teach you the fundamentals of Structured Query Language (SQL) and database design. By the end of the course, you will improve your programming skills and learn to build a range of applications. This online class has optional live sessions. Prerequisite: DTS 190.

CSC 200 Web Development (3 cr. hrs.)

This course covers everything you need to know to build a website from scratch. You will learn HTML, CSS and JavaScript – the core technologies which power modern websites – and build a website of your own. By the end of this course, you will be able to create interactive, aesthetically pleasing websites for any purpose you can imagine. This online class has optional live sessions. Prerequisite: DTS 190 or permission of the instructor.

CSC 210 Discrete Mathematics (4 cr. hrs.)

This course provides an overview of discrete mathematics topics relevant to computer science. Course topics include set theory, logic, Boolean algebra, proofs, functions, recursion relations, basic number theory, matrices, combinatorics, and discrete probability. Prerequisite: MAT 107.

CSC 250 Career Navigation and Exploration in Computer Science (4 cr. hrs.)

This course will help you find a job in software engineering upon graduation ... not just any job, but one that meets your personal and financial needs and makes you excited about the future. In this course, you'll explore career paths in software engineering, potential salary outcomes

and different roles. Then, you'll pick target jobs and opportunities that are the best fit for you and make a clear plan of action toward securing them. Prerequisite: CSC 195.

CSC 280 Modern Technologies (4 cr. hrs.)

Students will explore the technologies necessary for software engineering, including tools like Docker, Jira, cloud computing and GitHub that are essential for building scalable and secure products people can actually use. Building an understanding of why these technologies matter and how they impact the industry, students will be ready to build real applications. Prerequisite: DTS 190.

CSC 300 Application Development 1: Backend (3 cr. hrs.)

Modern development relies on frameworks which provide developers with powerful tools to speed up development. If you want to build apps, you need to understand how to use frameworks. This course will introduce you to Django, a framework used for data-driven web applications. You will learn the fundamentals of Django, improve your database management skills and begin developing your own apps. This online class has optional live sessions. Prerequisites: CSC 195 and DTS 190.

CSC 310 Computer Systems (4 cr. hrs.)

This course explores the inner workings of computer systems while teaching you the C programming language. Learn the fundamentals of operating systems, memory management and file systems. Explore how microprocessors execute instructions and how peripherals communicate with the main system. By the end, you'll have an understanding of computer architecture and be able to optimize system performance using C. Prerequisite: CSC 195.

CSC 320 Data Structures (3 cr. hrs.)

This course will teach you how to understand and use data structures. Data structures are used by almost every program and application to store, access and modify the vast quantities of data that are needed by modern software. By the end of this course, you will learn what data structures are and how to use them in the applications you build. This online course has optional live sessions. Prerequisites: CSC 195 and DTS 190.

CSC 330 Application Development 2: Frontend (3 cr. hrs.)

This course is the second part of the application development series. In this course, you will put your skills into practice and build your own application. By the end

Computer Studies *continued*

of this course, you will have a greater understanding of the technologies that power modern apps and be able to build your own. This online course has optional live sessions. Prerequisites: CSC 200 and CSC 330.

CSC 400 Algorithms (3 cr. hrs.)

This course explores algorithms from a coding-focused perspective, using Python. Students will learn about the issues that arise in the design of algorithms for solving computational problems and will explore several standard algorithm design paradigms and their applicability. Students will also become familiar with concepts of runtime, recursion, implementation and evaluation. This course features a heavy emphasis on practical application of algorithms to common development and engineering challenges. This online class has optional live sessions. Prerequisites: MAT 109 and CSC 320.

CSC 410 Software Development (3 cr. hrs.)

Creating software products is more than just writing code. It also requires an analysis of what your customers want and how to meet their needs. As a result, understanding product development is key to a successful career in technology. By the end of this course, you will understand how product teams and processes work, and learn how to develop an idea into an actual product that delights your users. This online class has optional live sessions. Prerequisite: CSC 195.

CSC 430 Senior Seminar (2 cr. hrs.)

Students will build a digital portfolio of projects that highlight and integrate aspects from the computer science curriculum and software development. Through peer feedback and presentations, students will enhance past projects and their capstone project into a coherent portfolio. Corequisite: CSC 440.

CSC 440 Capstone Project (4 cr. hrs.)

This course is intended as a culmination of all a student's work in the Computer Science major. Students will work in groups to launch a web app prototype that meets faculty approval and uses concepts from the computer science core courses, data structures and algorithms. Student will pitch their product, select the necessary technologies, work in groups to build an application and create a webpage from which the application can be accessed. Students will be evaluated based on whether their product meets the goals they initially established, as well as on their internal project management processes. This online class has optional live sessions. Prerequisites: CSC 200, CSC 290, CSC 330, CSC 400, CSC 410.

INFORMATION TECHNOLOGY

ITS 100: Introduction to Information Technology (3 cr. hrs.)

Information Technology continues to be one of the most important topics in the modern workforce. This course will introduce you to the fundamentals of the field and teach you a range of valuable professional skills, including how to set up operating systems, how to troubleshoot problems and how to build a computer. By the end of this course, you will be prepared to take your next steps in IT and start solving technology problems on your own. This online class has optional live sessions.

ITS 200 Cloud 0: Google Cloud Computing Foundations (3 cr. hrs.)

This course will introduce you to the fundamentals of cloud computing, infrastructure and networking and will explore how the cloud is used in a range of situations, including IT, application development and machine learning. By the end of the course, you will know what the cloud is, and how to use it effectively. This course uses the Google Cloud Platform (GCP). This online class has optional live sessions. Prerequisite: DTS 190 and CSC 195.

ITS 220 Networking Technologies and Telecommunications (3 cr. hrs.)

Whether a workplace is just a few people connected to a wireless router, or a financial giant, wired directly into the Nasdaq, it likely relies heavily on network technologies. This course will teach you how networks work, and how to set up and secure them. By the end of this course, you will be able to manage and maintain a range of different network types. This online class has optional live sessions. Prerequisite: ITS 100, CSC 100.

ITS 230 PostgreSQL (3 cr. hrs.)

Modern applications often rely on databases and, by extension, need software systems to manage those databases. One such system is PostgreSQL, which is notable for including many features that help facilitate application development and protect data. By the end of this course, you will be able to use PostgreSQL to manage databases and support application development and integration. This online class has optional live sessions. Prerequisites: DTS 190, CSC 195.

ITS 300 Operating Systems and Architecture (3 cr. hrs.)

Whether you're using a Mac or a PC, operating systems are a key part of how humans interface with technology. Therefore, understanding how they work is vital to understanding how computers power our world. This

Computer Studies *continued*

course will teach you the fundamentals of Operating System structure, function, and architecture, and prepare you to administer both Windows and Linux-based systems. This online class has optional live sessions. Prerequisites: ITS 100, DTS 190, CSC 195.

ITS 400 Information Security and

Data Protection

(3 cr. hrs.)

Imagine a world where people were trying to steal from every home, workplace, or bank all the time. That's the world of digital security. Because it's cheap to launch attacks on every system you can find, virtually every organization and individual is always under some level of digital attack. This course will teach you how to help defend against this constant assault and keep valuable information and critical systems safe. This online class has optional live sessions. Prerequisites: ITS 220, CSC 195.

ITS 430 Senior Seminar

(1 cr. hr.)

In this course students will explore newly emerging IT topics and their societal impact. Students will prepare oral presentations, including their senior project, and be involved in projects illustrating emerging technologies. Corequisite: ITS 440.

ITS 440 Information Technology Capstone **(3 cr. hrs.)**

This course is the culmination of the information technology major. Students have learned how to solve problems as they occur, and how to address the various components that make up an organization's IT ecosystem. This course will put it all together. Students will learn how to solve systemic problems across all layers of an organization and guide transformational change. By the end of this course, not only will students know how to solve IT problems as they arise, but they will also be able to prevent those problems from happening in the future. This online class has optional live sessions. Prerequisites: ENT 205, ITS 200, ITS 400. Corequisite: ITS 430.

Cybersecurity

Division Head, Analytical Sciences: Professor Maggie Sherer

Program Director: Professor Gary Armstrong

>> jewell.edu/cybersecurity

The Major CYBERSECURITY

Learning Outcomes

Jewell cybersecurity graduates will demonstrate

- critical thinking and problem-solving skills in relation to a wide range of cybersecurity challenges for individuals, business, government, and society;
- the ability to analyze and investigate cyber-attacks and their aftermath;
- the ability to provide security governance, risk management, and audits for a variety of organizations including business and government;
- the ability to describe, critique, and evaluate various approaches to professional, ethical and legal issues relating to cybersecurity;
- strong communication skills for technical concepts to both technical and non-technical stakeholders effectively; and
- preparation to adapt to emerging threats within their field.

The major leads to a Bachelor of Science (BS) degree. Some CYB courses in the major may be taught online through a partnership with RIZE Education.

Required courses

CYB 100	Introduction to Cybersecurity (3)
CYB 200	Cyber Crime and Governance (3)
CYB 250	Modern Cybersecurity (3)
CYB 300	Network and Systems Security (3)
CYB 350	Cyber Forensics (3)
CYB 400	Ethical Hacking (3)
CYB 450	Senior Seminar (1)
BUS 202	Principles of Management (4)
BUS 231	Business Law and Ethics (4)
DTS 190	Introduction to Programming (4)
POL 250	Introduction to World Politics (4)
POL 234	Cyber Conflict (4)

Students must also complete at least three courses from the following list:

ITS 100	Introduction to Information Technology (3)
ITS 200	Google Cloud Computing Foundations (3)

ITS 220

POL 334

PSY 101

Networking Technologies and Telecommunications (3)

U.S. National Security Policy (4)

Introduction to Psychology (4)

Course Descriptions

CYB 100 Introduction to Cybersecurity (3 cr. hrs.)

In today's world, no one is safe from cyber attacks, but everyone can be prepared. In this course, students will learn how malicious actors use social skills and technology to facilitate cyber attacks. Students will develop the tools and information needed to defend against those attacks. This online class has optional live sessions.

CYB 110 Google Cybersecurity Certificate (3 cr. hrs.)

The Google Cybersecurity Certificate course provides a comprehensive introduction to the key concepts, tools and techniques essential for protecting digital systems and data in today's interconnected world. The Google Certificate includes 8 mini-courses, which Google suggests will take between 11 and 30 hours per mini course to complete. Jewell instructors will conduct special sessions with readings and videos on real-world applications to supplement student understanding, conduct regular check-ins and offer virtual discussion labs. Designed for individuals seeking foundational knowledge in cybersecurity, this course equips students with the skills to identify and mitigate risks, safeguard networks and defend against cyberattacks. Through hands-on labs and real-world simulations, participants will explore tools like Security Information and Event Management (SIEM) systems and gain practical experience with tools based in Python, Linux, and SQL. Whether pursuing a career in cybersecurity or enhancing their knowledge in a rapidly evolving field, students will leave the course prepared to make a meaningful impact on organizational security.

CYB 115 Cybersecurity Exploratory Internship (1-2 cr. hrs.)

This internship provides students with practical, hands-on experience in the field of cybersecurity within a professional setting. This internship allows students to apply theoretical knowledge gained from coursework to real-world challenges, working alongside experienced cybersecurity professionals. Interns will gain insight into the daily operations of cybersecurity teams, participate in risk assessments and help design, implement and evaluate security measures to protect information systems. This immersive experience prepares students for entry-level roles in cybersecurity and builds the foundation for a

Cybersecurity *continued*

successful career in the field. This course can be repeated for up to 4 hours.

CYB 120 Applied Cybersecurity (3 cr. hrs.)

This hands-on course immerses students in a state-of-the-art Cyber Range environment, where they will simulate real-world cyberattacks and defense strategies. Using advanced tools and technologies in Cyber Range, students will engage in offensive and defensive cyber operations, learning to identify vulnerabilities, execute attacks and implement robust defense mechanisms to protect systems and data. The course emphasizes critical thinking and teamwork, as students work through complex cybersecurity scenarios to develop and test their skills in a controlled, high-stakes environment.

CYB 200 Cyber Crime and Governance (3 cr. hrs.)

Cyber crime is one of the biggest threats companies face daily. In this course, students will get a firsthand look at the methods used to commit cyber crimes. Students will also learn how governments detect, investigate and stop these crimes and become familiar with the laws and policies in place to deter cyber criminals. This online class has optional live sessions. Prerequisite: CYB 100

CYB 250 Modern Cybersecurity (3 cr. hrs.)

Just as technology is constantly evolving, so too must cybersecurity to keep pace with changing trends. In this class, students will learn about the changing landscape of cybersecurity, emerging mobile technologies that are likely to be targeted and new forms of cyber attacks being launched. By the end of the course, students will be able to implement the most up-to-date practices in cybersecurity to protect against attacks. This online class has optional live sessions.

CYB 300 Network and System Security (3 cr. hrs.)

Modern organizations know that even the strongest systems can be vulnerable to cyberattacks. As a result, jobs in cybersecurity are rapidly expanding as companies look to secure their digital assets. In this course, students will learn how to secure those assets by identifying and fixing potential security vulnerabilities. By the end of the course, students will be able to identify and remedy common network and systems vulnerabilities. This online class has optional live sessions.

CYB 350 Cyber Forensics (3 cr. hrs.)

When cyber crimes do happen, you need to know how to respond. This course examines the tools and techniques used to perform cyber forensics and conduct investigations

into cyber crimes. By the end of the course, you'll be able to gather and analyze important digital evidence and gain skills in analyzing cyber crime that are in demand from companies across the country. This online class has optional live sessions. Prerequisites: CYB 100 and CYB 200.

CYB 400 Ethical Hacking (3 cr. hrs.)

To stop a hacker, you need to be able to think like a hacker. In this course, students will learn hands-on techniques for attacking and penetrating networks and systems. Students will be prepared with tools to launch these offensive tactics and then complete a hands-on project where they are asked to ethically hack a real system. This online class has optional live sessions. Prerequisites: CYB 100, CYB 200, CYB 250, CYB 300, CYB 350

CYB 450 Senior Seminar (1 cr. hr.)

In this senior seminar, cybersecurity majors will assess their learning in the cybersecurity major. Prerequisites: CYB 100, CYB 200, CYB 250, CYB 300 and CYB 350

Education

Head of the Division of Business, Communication, and Education: Professor Christopher McCullick

Program Director: Associate Professor Michael Stoll

Professor: Jeanine Hastings

Assistant Professor of Practice: Allison Lassiter

Adjunct Instructors: Hailey Hankins, Michele Peck, Debra Slaughter

>> jewell.edu/elementary-education

>> 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 program in 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 program in education collaborates with other academic programs 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 or Instrumental)*
Physics 9-12
Social Science 9-12
Spanish K-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. Students seeking certification in Music (7-12) must complete majors in both secondary education and music education. Students seeking 9-12 certification must complete a major in secondary education plus courses in the content field. Students will not be considered to have earned a major in secondary education without also successfully completing the required content coursework in a certification area. Advisors in education can provide more information on these programs.

Refer to the information at the end of this section for more details about 9-12 and K-12 teacher certification in the State of Missouri.

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 education 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 office.

Any student or prospective student who has questions should contact the Jewell Teacher Certification Officer for more information.

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 and Methods I (4)
EDU 270	Elementary Math Content and 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)

Additional specific course requirements from other disciplines are listed in the Student Handbook for Teacher

Education and are detailed at the end of this section in the 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 499	Teacher Certification (0)
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).*

Additional specific course requirements from other disciplines (including specific content courses in the content teaching field) are required for certification. These are detailed at the end of this section in the certification requirements and on advising sheets in the Education Policy Library on the intranet.

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 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

Education *continued*

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)
NPL 100	Foundations of Philanthropy, Civil Society and the Nonprofit Sector (4)
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 program in 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 policies of the program in education). 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 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 of the William Jewell College teacher education program.

Specific Requirements for Teacher Certification Programs

At the end of Education's section of the undergraduate catalog are details concerning requirements of the various types of teacher certification that are available at William Jewell.

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 will 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 least two background checks, for which there are fees, are required for all Jewell teacher education programs (see additional detail in the Teacher Education Handbook).

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 required background check and professional liability insurance. The criteria for admission to student teaching are stated in the Teacher Education Handbook. As noted in the Teacher Education Handbook, some state testing may be required prior to student teaching. 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)

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 be submitted to DESE. The background screenings done for teacher education are not sufficient. The process is different for certification, so the student will have to submit another background check to DESE 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. Students in teacher education must attain a qualifying score on each of these instruments in order for William Jewell College to recommend them 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 will prevent William Jewell College's program in teacher 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 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

Education *continued*

properly 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

EDUCATION

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. A clear background check is required for fieldwork. This fieldwork course is graded on a pass/fail basis for all students.

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. 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.)

An early (30-hour) fieldwork experience in teacher education, wherein students are provided opportunities to work side by side with the cooperating teacher to get to know the students, aid during instruction in multiple ways, prepare instructional materials and help individual and small groups of students. As part of this experience, preservice teachers will prepare and implement a minimum of two lessons and submit weekly reflections. 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

Education *continued*

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 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. May be cross-listed as CTI 284. It is recommended that students enrolling in this course be eligible to take Level-II CTI courses.

Education *continued*

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.)

A mid-level (30-hour) fieldwork experience in teacher education, wherein students are provided opportunities to prepare lessons, develop strategies for checking for understanding and provide feedback to students. As part of this process, students will observe the practices of the cooperating teacher and design and implement their own formative assessment and feedback strategies. Students will document their involvement in the process,

including submitting artifact(s) of their work, lesson plans and reflections. A clear background check is required for fieldwork. This fieldwork course is graded on a pass/fail basis for all students.

EDU 315 Clinical Fieldwork in Schools III (1 cr. hr.)

A mid-level (30-hour) fieldwork experience before preservice teachers enter into their student teaching semester. During this experience preservice teachers will work side by side with a cooperating teacher to plan lessons, practice classroom management techniques, facilitate group and individual learning experiences, use assessments to inform instruction, and practice the skill set of a reflective practitioner. As part of this experience, preservice teachers will be expected to prepare and deliver lessons each week. 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.

Education *continued*

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.

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.

Education *continued*

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 on Etrieve.

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. May be 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. May be 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.

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.

EDU 499 Teacher Certification (0 cr. hrs.)

Each student majoring in Secondary Education must meet the requirements for certification by the Missouri Department of Elementary and Secondary Education in a teaching field for grades 9-12 or grades K-12 by the time of graduation from the College. (Refer to the Teacher Education Handbook for details.) EDU 499 will appear on the transcript of a student only after the William Jewell Teacher Certification Officer has ascertained that the student has completed these requirements in at least one teaching field.

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.

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

Education *continued*

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. May be cross-listed with CTI 293. It is recommended that students enrolling in this course be eligible to take Level-II CTI courses.

Teacher Certification

Students who desire to obtain certification to teach in grades 1-6 or 9-12 or K-12 in the State of Missouri must fulfill requirements in addition to those normally required for a bachelor's degree from William Jewell. The recommended courses to meet teacher certification requirements in each content area are outlined below. Alternative courses may be allowed to substitute for courses listed below if determined to be appropriate by the Teacher Education Committee. Students should consult their Education advisor for all course possibilities.

Elementary Education 1-6 teacher certification for a candidate who will have completed a BS degree with a primary major in elementary education

In addition to all courses in the elementary education major, take:

GEO 304 Economic Geography (4)
SCI 101 Integrated Sciences for Elementary Educators (4)
and Lab (1)

or

2 science courses with labs, including one biological science and one physical science (chemistry, physics, astronomy, earth science). One CTI level-2 science course can be used, but consult your advisor regarding the manner in which CTI science courses are classified.

Biology 9-12 teacher certification for a candidate who will have completed a BS degree with a primary major in secondary education

Minimum of 20 credit hours of biology coursework plus 15 credit hours of additional science coursework, including:

BIO 133	Evolution and Ecology (4) and Lab (1)
BIO 134	Biological Diversity (4) and Lab (1)
BIO 233	Cell and Molecular Biology (4) and Lab (1)
BIO 234	Genetics (4) and Lab (1)
CHE 113	Fundamentals of Chemistry (4) and Lab (1)
or CHE 121	General Chemistry I (4) and Lab (1)
PHY 111	College Physics I (4) and Lab (1)
PHI 357	Contemporary Philosophy of Science (4)
CTI 258	Astronomy and Cosmology (4)
or CTI 262	Astrobiology (4)

Chemistry 9-12 teacher certification for a candidate who will have completed a BS degree with a primary major in secondary education

Minimum of 20 credit hours of chemistry coursework
plus 15 credit hours of additional science coursework,
including:

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 (1) and Lab (1)
CHE 401	Physical Chemistry I (4) and Lab (1)
CHE 450	Biochemistry (4) and Lab (1)
PHY 111	College Physics I (4) and Lab (1)
BIO 133	Evolution and Ecology (4) and Lab (1)
PHI 357	Contemporary Philosophy of Science (4)
CTI 258	Astronomy and Cosmology (4)
or CTI 262	Astrobiology (4)

English 9-12 teacher certification for a candidate who will have completed a BS degree with a primary major in secondary education

Minimum of 33 credit hours of literature and composition coursework, including:

EDU 305 Writing Instruction for Diverse Learners (4)
ENG 235 Introduction to the Study of the Language (4)
ENG 390 Advanced Critical Theory (4)
Two of the following courses:

CTI 102	Written Communication (4)
ENG 216	Creative Writing: Fiction (4)
ENG 217	Creative Writing: Poetry (4)
ENG 218	Creative Writing: Non-Fiction (4)

Education *continued*

Two of following courses:

ENG 350	Studies in U.S. Literature I (4)
ENG 355	Studies in U.S. Literature II (4)
ENG 450	Advanced Studies in U.S. Literature (4)

One additional ENG or CTI course with a substantial literature component

Instrumental Music K-12 and/or Vocal Music K-12 teacher certification for a candidate who will have completed a BS degree with majors in both music education and secondary education

There is no additional content requirement, but the content requirements for certification vary for instrumental and vocal; therefore, you must consult your advisor.

Mathematics 9-12 teacher certification for a candidate who will have completed a BS degree with a primary major in secondary education

Minimum of 33 credit hours in mathematics or mathematics-related coursework, including:

MAT 109	Calculus I (4)
MAT 200	Calculus II (4)
MAT 201	Calculus III (4)
MAT 281	Linear Algebra (4)
MAT 301	College Geometry (4)
MAT 447	Abstract Algebra (4)
DTS 150	Introduction to Data Science (4)
or DTS 190	Introduction to Programming (4)

One of the following:

MAT 302	Calculus IV (4)
MAT 305	Introduction to Probability (4)
DTS 218	Applied Statistics (4)
DTS 150 or DTS 190	– whichever was not used above

One of the following:

MAT 202	Introduction to Differential Equations (4)
MAT 290	Bridge to Advanced Mathematics (4)

Physics 9-12 teacher certification for a candidate who will have completed a BS degree with a primary major in secondary education

Minimum of 20 credit hours of physics coursework plus 15 credit hours of additional science coursework, including:

PHY 111	College Physics I (4) and Lab (1)
PHY 112	College Physics II (4) and Lab (1)

PHY 213	General Physics I (4) and Lab (1)
PHY 214	General Physics II (4) and Lab (1)
PHY 316	Modern Physics (4)
CHE 113	Fundamentals of Chemistry (4) and Lab (1)
or CHE 121	General Chemistry I (4) and Lab (1)
BIO 133	Evolution and Ecology (4) and Lab (1)
PHI 357	Contemporary Philosophy of Science (4)
CTI 258	Astronomy and Cosmology (4)
or CTI 262	Astrobiology (4)

One course from the following:

CTI 253	Energy and Society (4)
CTI 255	Sports Science (4)
CTI 256	The Science of Sight and Sound (4)

Social Science 9-12 teacher certification for a candidate who will have completed a BS degree with a major in secondary education

Minimum of 21 credit hours in history courses plus 18 credit hours of additional social science coursework, including:

12 credit hours in U.S. History, including the following recommended courses*:

HIS 125	Race and Ethnicity in the U.S. (4)
HIS 201	Kansas City Becomes the Classroom (4)

9 credit hours in world history, including the following recommended course*:

HIS 126	History of Nationalism (4)
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ECO 101	Principles of Microeconomics (4)
or ECO 202	Principles of Macroeconomics (4)
GEO 304	Economic Geography (4)

6 or more hours of political science, including a U.S. government course. Two of the following courses are recommended*:

POL 220	American Democracy (4)
POL 230	Comparing Governments and Political Dynamics (4)
CTI 404	State and Society (4)

6 or more hours of psychology/behavioral science. Besides courses with the PSY prefix, the following may be used*:

CTI 232	Relationships: Psychological, Religious, and Societal Perspectives (4)
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*Additional courses beyond those listed here may be used to meet content requirements for certification in 9-12 Social Science. Students should check with their education

Education *continued*

advisor and/or the Director of Education Programs to ensure that content courses are approved for teacher certification.

Spanish 9-12 teacher certification for a candidate who will have completed a BS degree with a major in secondary education

Minimum of 30 credit hours in Spanish language,** including 15 semester hours of upper-level courses with no more than 6 of those hours in history or culture, including:

SPA 111	Elementary Spanish I (4)
SPA 112	Elementary Spanish II (4)

**A student who has entered the program with 2 or more earned units of high school credit in Spanish is required only to complete 27 credit hours of Spanish coursework as described above.

Engineering

Division Head, Analytical Sciences: Professor Maggie Sherer

Associate Professor and Program Director: Taqsim Husnain, P.E.

Assistant Professor: Mubashshir Ahmad

>> jewell.edu/civil-engineering

>> jewell.edu/dual-degree-engineering

The program'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

Program Educational Objectives

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 the practice of engineering, construction, materials evaluation, and selection, or other applications of engineering;
- evaluate civil engineering designs, analyze risk, and assess compliance with customary standards of practice, project needs, and relevant constraints; advance into leadership roles in their profession and in service to their communities; and
- continue lifelong learning to remain effective professionals such as through participation in professional societies, professional licensure and knowledge of contemporary issues.

Student Learning Outcomes

The following learning outcomes prepare graduates to enter the professional practice of engineering:

- An ability to identify, formulate and solve complex engineering problems by applying principles of

engineering, science and mathematics;

- An ability to 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;
- An ability to communicate effectively with a range of audiences;
- An ability to 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;
- An ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks and meet objectives;
- An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions; and
- An ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

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	Introduction to Differential Equations (4)
MAT 305	Introduction to Probability (4)
or DTS 218	Applied Statistics (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)

One of the following courses in a basic science besides chemistry or physics:

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 258	Astronomy and Cosmology: Observations and Theories of the Universe (4)
CTI 259	The Ecology of Food (4)
CTI 260	Sustainability and the World's Resources (4)

Engineering *continued*

CTI 261	Ethnobotany (4)
CTI 262	Astrobiology (4)
CTI 263	Life on Earth (4)

Required Courses in Engineering

CVE 110	Introduction to Civil Engineering and Design (3)
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 291	Introduction to Transportation Engineering (2)
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 (2)
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 program director.*

ACC 111	Fundamentals of Financial Accounting (4)
CHE 122**	General Chemistry II (4)
CVE 383	Construction Engineering (3)
DTS 150	Introduction to Data Science (4)
DTS 190	Introduction to Programming (4)
ECO 101	Principles of Microeconomics (4)
EGR 481	Engineering Internship (3)
MAT 281	Applied Linear Algebra (4)
PHY 318	Heat and Thermodynamics (3)

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 engineering physics or chemistry, 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 Academic VP and appropriate division heads. 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

Engineering *continued*

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. 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	Introduction to 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 110 Introduction to Civil

Engineering and Design

(3 cr. hrs.)

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. 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.

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.

Engineering *continued*

CVE 291 Introduction to Transportation Engineering (2 cr. hrs.)

Introduction to transportation engineering including planning and travel demand forecasting, evaluation of transportation alternatives, geometric design of highway facilities, traffic capacity and flow analysis, public transportation systems and highway safety.

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.)

Fundamentals of structural design with steel. 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 383 Construction Engineering (3 cr. hrs.)

Students will be introduced to aspects of construction management and civil engineering from the perspective of a construction engineer. Course work will follow a typical construction process via three phases: pre-construction, construction, and the finals process to give students practical experience of how a project leader prepares, runs and closes out a project utilizing actual submittals and plans from local construction projects. Prerequisite: EGR 120 (or concurrent enrollment).

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. Corequisite: Senior Standing in Civil Engineering.

CVE 413 Capstone Design II (3 cr. hrs.)

Continuation of CVE 412. Students work in teams on a culminating open-ended design project with realistic constraints. Emphases are provided on project management, large-scale problem solving, engineering design standards, alternative analysis and incorporating sustainability in the design. Students present their project through oral and written presentations.

Engineering *continued*

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.

CVE 455 Advanced Structural Design (3 cr. hrs.)

Fundamentals of structural design with reinforced concrete. 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 462 Earth Slopes and Retaining Structures (3 cr. hrs.)

Study of the engineering analysis and design of grade changes in soil to include unreinforced and reinforced earthen slopes and structural soil retention systems. Topics include the evaluation of soil strength for purposes of slope and retaining wall analysis, types of soil slopes and retaining structures and their selection for use in projects, methods for evaluating the stability of retaining walls and soil slopes, and methods for construction. Analysis will include the evaluation of slopes and walls using the applicable computer programs. 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 Design (3 cr. hrs.)

Planning, design, and operation of transportation facilities, structural design of flexible and rigid pavements, pavement materials and rehabilitation techniques, pavement

construction practices, life cycle cost analysis and environmental criteria for sustainable design. Prerequisite: CVE 291.

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. May be cross-listed with PHY 332. Prerequisite: PHY 213, MAT 109.

EGR 231 Dynamics (2 cr. hrs.)

A second course in engineering mechanics covering the principles of kinematics and kinetics of particles and rigid bodies. Topics include mass moment of inertia, force acceleration of particles and rigid bodies, and work, energy and power of particles and rigid bodies. 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. May be 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.

Engineering *continued*

EGR 481 Engineering Internship (1-4 cr. hr.)

An approved internship with an engineering firm or in an engineering related industry. Evaluation is by letter grade through assessment of weekly journals, written evaluation by 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 with up to 6 hours counting towards graduation.

Exercise Science

Division Head, Behavioral, Natural, and Health Sciences:
Professor Tara Allen

>> jewell.edu/exercise-science

The Exercise Science major is designed to prepare students for careers in fitness, health, rehabilitation, and sports performance. By the end of the program, students should be prepared for careers in areas such as personal training, sports coaching, physical therapy, wellness coaching, fitness programming and rehabilitation. Additionally, they may be well-positioned to pursue certifications from organizations like the National Strength and Conditioning Association (NSCA), the American College of Sports Medicine (ACSM) or other relevant bodies.

The Major EXERCISE SCIENCE

Goals for Student Learning

- Students will gain a thorough understanding of human anatomy and physiology, particularly systems that interact during physical activity and how the body adapts to exercise over time.
- Students will design personalized fitness programs for various populations, including the impact of diet, recovery, overall wellness and disease prevention.
- Students will learn how to interpret research studies and apply evidence-based practices to exercise science, ensuring interventions are supported by data.
- Students will also gain real-world experience through internships, clinical placements, or lab work and develop professional communication skills.

The major in exercise science leads to a Bachelor of Science (BS) degree. A grade of C– or higher is required in each course for the major or minor.

Students seeking certification to teach physical education or health in grades K-12 in the State of Missouri may complete a BS degree with a major in exercise science followed by a Master of Arts in Teaching degree. Testing and other requirements for certification will also apply.

Students planning to apply to graduate programs in physical therapy should consult the programs to which they plan to apply regarding their pre-requisite course requirements. While the major in exercise science will include many of them, there are likely to be additional courses a student will need to take for those graduate programs.

Required Courses

BMS 120	Medical Terminology (1)
BMS 243	Human Anatomy (4) and Lab (1)
BMS 250	Human Physiology (4) and Lab (1)
EXS 100	Introduction to Exercise Science (2)
EXS 216	Strength and Conditioning (3)
EXS 261	Prevention and Treatment of Injury (3)
EXS 275	Motor Development (3)
EXS 300	Exercise Physiology (3)
EXS 320	Kinesiology (3)
EXS 381	Assessment and Measurement (4)
EXS 400	Exercise Science Internship I (2)
EXS 410	Exercise Science Internship II (2)
NUR 211	Nutrition (2)
PSY 101	Introduction to Psychological Science (4)
PSY 205	Developmental Psychology: Childhood (2)
PSY 206	Developmental Psychology: Adolescence and Adulthood (2)
PSY 320	Statistics for Psychological Science (4)
or DTS 218	Applied Statistics (4)
MAT 103	College Algebra (4)
or MAT 107	Precalculus (4)
or MAT 109	Calculus I (4)
BIO 134	Biological Diversity (4) and Lab (1)
or BIO 233	Cell and Molecular Biology (4) and Lab (1)
CHE 113	Fundamentals of General, Organic and Biochemistry (4) and Lab (1)
or CHE 121	General Chemistry I (4) and Lab (1)
PHY 111	College Physics I (4) and Lab (1)
or PHY 213	General Physics I (4) and Lab (1)

The Minor EXERCISE SCIENCE

The minor in Exercise Science would be a good choice for students majoring in other disciplines that have plans to open their own gym, go into athletic coaching or become a PE teacher or sports medicine doctor, etc. Additionally, students planning to apply for healthcare professional programs (physical therapy, occupational therapy, medical school, physician assistant, etc.), will find that this minor overlaps with many of the prerequisite courses for those programs. Courses within this minor can also improve personal fitness and health literacy as students will better understand how to optimize their own health and performance through exercise, which can have lifelong benefits.

Required Courses

BMS 243	Human Anatomy (4)
BMS 243L	Human Anatomy Lab (1)
BMS 250	Human Physiology (4)

Exercise Science *continued*

BMS 250L	Human Physiology Lab (1)
EXS 261	Prevention and Treatment of Injury (3)
EXS 300	Exercise Physiology (3)
EXS 216	Strength and Conditioning (3)
or EXS 320	Kinesiology (3)

Course Descriptions

EXS 100 Introduction to Exercise Science (2 cr. hrs.)

This course explores the field of exercise science, covering its various areas of study, historical influences, career opportunities, and the professional and ethical responsibilities associated with the profession. It also introduces students to the principles of designing exercise programs.

EXS 216 Strength and Conditioning (3 cr. hrs.)

This course provides students with the foundational knowledge and practical skills necessary to design and implement effective training programs for athletes and individuals seeking to improve performance, strength, and overall fitness. The course covers key topics such as program design, strength training techniques, injury prevention, and recovery strategies. Students will learn how to assess athletic performance, create periodized training plans, and apply principles of motor learning and psychology to maximize training outcomes. Emphasizing hands-on experience, the course will prepare students to work with diverse populations, from competitive athletes to general fitness clients, while ensuring safe and evidence-based practices.

EXS 261 Prevention and Treatment of Injury (3 cr. hrs.)

This course is designed for students to understand the basic prevention, treatment, and rehabilitation techniques for athletic injuries, including the identification of common physical disorders, sports trauma, typical injury management, taping, bracing and medical documentation. First Aid, CPR and AED techniques are also included. Prerequisites: BMS 120, BMS 243.

EXS 275 Motor Development (3 cr. hrs.)

Students will acquire the ability to understand and assess motor development across the lifespan. This course will cover the key principles in motor development and function, the typical motor development progression through the lifespan, factors that can influence motor development, tools for assessment of motor skills and how to design developmentally appropriate motor activities for various populations. Prerequisites: PSY 205 and PSY 206.

EXS 300 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. Prerequisite: BMS 250/250L or instructor consent.

EXS 320 Kinesiology (3 cr. hrs.)

Kinesiology is the scientific study of human movement and its role in physical performance, health and well-being. This course introduces students to the fundamental principles of biomechanics, anatomy, physiology and motor control as they apply to human movement. Topics include the analysis of movement patterns and muscular and skeletal function. Students will learn about the application of kinesiology principles in sports, fitness and therapeutic settings. Prerequisites: BMS 250 and PHY 111/111L.

EXS 381 Assessment and Measurement (4 cr. hrs.)

Students will apply the basic principles of kinesiology and exercise physiology to assessing physical fitness and making appropriate recommendations for exercise prescription and programming. Students will learn to properly screen patients for health risks, conduct professional exercise test assessments, and use the data from these assessments to design exercise and lifestyle interventions to meet health and/or athletic performance goals. Prerequisites: EXS 275; PSY 320 or DTS 218. Corequisite: EXS 320.

EXS 400 Exercise Science Internship I (2 cr. hrs.)

An approved internship of at least 90 hours in exercise science, athletic training, or sports medicine. Can be taken concurrently with EXS 410.

EXS 410 Exercise Science Internship II (2 cr. hrs.)

An approved internship of at least 90 hours in exercise science, athletic training, or sports medicine. Can be taken concurrently with EXS 400.

History, Literature, and Culture

Division Head, Humanities, Social Sciences, and Music:
Professor Brendon Benz

Professor: David Lisenby

Assistant Professor: Megan Groninger

Visiting Associate Professor: Laurie Accardi

>> jewell.edu/history-major

In conjunction with other programs in the Division of Humanities, Social Sciences, and Music, faculty members in history, English, and Spanish offer an interdisciplinary major that leads to the Bachelor of Arts (BA) degree. Students whose primary major leads to a Bachelor of Science degree and who wish to add this interdisciplinary major may follow the core requirements for the BS degree. A grade of C– or higher is required in all courses fulfilling requirements in the major.

The division also sponsors minors in Black studies and Spanish (both listed below), as well as faith and culture and humanities (listed in the Humanities section).

The Major

HISTORY, LITERATURE, AND CULTURE

Learning Outcomes of the Division

1. Describe and analyze diverse points of view, cultural products and standards for judgment about Being Human, Justice, Gods and Faiths, and Social Change.
2. Practice integrating different ways of thinking and knowing.
3. Demonstrate skill in critical thinking and communication fluency.

Learning Outcomes of the Major

Students who complete a major in history, literature, and culture at William Jewell College will be able to:

1. read, interpret, and analyze literary and cultural works, and historical primary sources through various critical methodologies and according to their social, political, economic, historical, and artistic contexts;
2. critically analyze literary, cultural, and historical representations of diverse experiences and perspectives—including issues of race, gender, class, sexuality, ethnicity, religion, and international status; and
3. critically analyze texts by developing original theses, forming coherent arguments supported by textual evidence, and integrating relevant critical, theoretical, and historical primary and secondary sources.

Required Courses

HSM 110	Being Human (2)
HSM 120	Justice (2)
HSM 130	Gods and Faiths (2)
HSM 140	Social Change (2)
HUM 190	Writing and Argument (4)

16 additional credits in ENG, HIS, HUM, SPA, or WCL at the 200-level or above

At least 3 credits with a LAT, MUS, or POL prefix*
(excluding music ensembles and applied study in music)

HSM 400-level capstone course (4)

*Courses chosen to meet this requirement cannot also be used to meet a requirement of any other academic program or of the core curriculum, including the global perspectives requirement.

Students who wish to receive certification to teach social science in grades 9-12 in the State of Missouri may complete a major in secondary education while taking specific history and social science coursework. (There is no separate certification in history, psychology, economics, or civics education available in Missouri.) Teacher certification requires specific content courses that must be completed successfully in order to earn the major in secondary education. Additional information on the requirements for teacher certification can be found at the end of Education's section of this catalog. There are also testing and other requirements for teacher certification that can be found in the Student Handbook for Teacher Education and Certification, which is online.

Alternatively, students seeking certification to teach social science in grades 9-12 in the State of Missouri may complete a BA degree with a major in a field related to the social sciences, along with specific social science coursework, followed by a Master of Arts in Teaching degree. Testing and other requirements for certification will still apply.

Students who wish to receive certification to teach English in grades 9-12 in the State of Missouri may complete a major in secondary education. Teacher certification requires specific content courses that must be completed successfully in order to earn the major in secondary education. Additional information on the requirements for teacher certification can be found at the end of Education's section of this catalog. There are also testing and other

History, Literature, and Culture *continued*

requirements for teacher certification that can be found in the Student Handbook for Teacher Education and Certification, which is online.

Alternatively, students seeking certification to teach English in grades 9-12 in the State of Missouri may complete a BA degree with a major in history, literature, and culture followed by a Master of Arts in Teaching degree. Testing and other requirements for certification will still apply.

The Minors

BLACK STUDIES

The goal of the minor is to provide students with multiple opportunities to learn and reflect on the experiences of Black people.

Learning Objectives

Students in the minor will demonstrate

- a historic and cultural understandings of the Black experience that will include an awareness of (a) the complexity of Black history and (b) the variety of Black cultural expressions;
- an understanding of the ways in which race has been socially constructed and how race as a concept has fostered the oppression of Black people;
- an understanding of the ways in which Black people have resisted oppression;
- their ability to critically analyze historical and cultural expressions of the Black experience; and
- their ability to effectively write essays about the Black experience using primary and secondary sources.

Required Courses**

Complete two items in the following list:

- CTI 231 The Black Freedom Struggle in the U.S. (4)
- HIS 295 Slavery, Memory, and Justice (4)
or HIS 285 Slavery and Abolition (4)
or CTI 287 Slavery and Abolition in the Modern World (4)
- HIS 290 African Americans and American Higher Education (4)
or CTI 296 African Americans and American Higher Education (4)

Complete one of the following courses that focuses on race or colonialism:

- CTI 225 Colonialism and the Theologies of Liberation (4)
- CTI 292 Philosophy of Race (4)
- HIS 125 History of Race and Ethnicity in the U.S. (4)

- HIS 254 Colonialism and the Theologies of Liberation (4)
- HIS 341 Britain and Its Empire (4)
- PSY 204 Social Psychology (4)

Complete one of the following courses that significantly addresses the Black experience:

- MCM 358 Intercultural Communication (4)
- CTI 219 Intercultural Communication (4)
- ENG 355 Minority Literature (4)
- WCL 341 Cuba: Race and Nation (4)

Complete one of the following courses:

- CTI 413 Contemporary Issues in Black America: Prophetic Praxis and Power (4)
- HIS 481 Internship in African American History (4)

A maximum of two courses can count toward both this minor and the core curriculum.

***A course selected to fulfill a requirement of this minor cannot also be used to meet any requirements of a major or a different minor.*

SPANISH

Requirements

Spanish minors must complete 16 hours of Spanish courses at the 200-level or higher, including a minimum of 8 hours at the 300-level.

Courses that are counted toward the SPA minor must be taken under the SPA prefix and cannot be used toward other academic programs.

Course Descriptions

ENGLISH

ENG 216 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. Offered fall semester.

ENG 217 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. Offered fall semester.

ENG 218 Creative Writing: Creative Nonfiction (4 cr. hrs.)

Introduces the wide variety of styles and sub-genres

History, Literature, and Culture *continued*

associated with the term “creative nonfiction,” including memoir, personal essay, lyric essay, and mixed media essay. Students will read critically and discuss examples by contemporary writers. On topics of their choosing, they will write forms of the genre that make up creative nonfiction, discussing their writing in workshop format. Offered spring semester.

ENG 224 Dystopian Worlds:

Literature and Film (4 cr. hrs.)

Dystopia once felt like a warning. Increasingly, it feels like a mirror. This course examines the literary and cinematic traditions of dystopian storytelling, asking not only what these works imagine, but what they reveal about the cultures that produced them and the moment we inhabit now. Dystopian fiction is not, at its core, about the future. It is about the present: its fears, fault lines, and unanswered questions about power, freedom, and what we owe each other. Through novels, short fiction, and film, students analyze how dystopian worlds construct cultural systems: how they police bodies and borders, manage memory and media, enforce hierarchy, and imagine (or foreclose) resistance. Reading closely, thinking comparatively, and writing analytically, students develop the tools to ask not only what a dystopian work imagines, but how and for whom it imagines it, and whether, at the edges of even the darkest worlds, something like hope survives. May be cross-listed as CTI 224. It is recommended that students enrolling in this course be eligible to take Level-II CTI courses.

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. May be cross-listed as CTI 220. It is recommended that students enrolling in this course be eligible to take Level-II CTI courses.

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 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. Prerequisite: ENG 230 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. Prerequisite: ENG 230 or instructor permission.

History, Literature, and Culture *continued*

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 230 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.

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. Prerequisite: ENG 230 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. Prerequisite: ENG 230 or instructor permission.

ENG 365 Studies in Contemporary World Literatures (4 cr. hrs.)

The course introduces students to contemporary postcolonial literature. Prerequisite: ENG 230 or instructor permission.

ENG 390 Advanced Critical Theory (4 cr. hrs.)

Intended for students who have taken ENG 230, 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 230.

ENG 396 Advanced Fiction Workshop (4 cr. hrs.)

Intended for students who have taken ENG 216, 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 217, 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 literature and culture majors, the course provides opportunities for students to complete an independent research project in collaboration with a member of the English faculty. Prerequisites: ENG 230 and at least two 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 literature and culture majors, the course provides opportunities for students to complete an independent research project in collaboration with a member of the English faculty. Prerequisites: ENG 230 and at least two 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 literature and culture majors, the course provides opportunities for students to complete an independent research project in collaboration with a member of the

History, Literature, and Culture *continued*

English faculty. Prerequisites: ENG 230 and at least two 300-level English courses. May be repeated for credit on different topics.

HISTORY

HIS 111 Ancient and Medieval Mediterranean World

(4 cr. hrs.)

This course surveys Mediterranean societies from antiquity to the Crusades. Students will study ancient Mesopotamia, Egypt, Israel, Persia, North Africa, Greece, and Rome, the Byzantine Empire, the Islamic Caliphates of the Middle Ages and the conflicts between Christians and Muslims during the Crusades. In addition to synthesizing political and military knowledge with a chronology of the ancient and medieval Mediterranean, students will analyze primary and secondary sources within their historical contexts, evaluate different forms of government and theological perspectives, and interpret material culture, art, literature, and philosophy of lasting interest and importance.

HIS 125 The History of Race and Ethnicity in the United States

(4 cr. hrs.)

This course will introduce students to United States history by focusing on the perspective of different racial and ethnic groups. Through the lens of race and ethnicity, the course will investigate the development of the United States, examining the ways in which different groups have migrated to the United States, and migrated within the United States. The course will also explore how racial and ethnic identities are rooted in historical context and how they have changed over time. This approach will provide a greater understanding of the diverse people who have shaped the development of the United States.

HIS 126 The History of Nationalism

(4 cr. hrs.)

This course will focus on the emergence of nationalism and the rise of the nation-state in the 19th century, and how forces of nationalism have shaped our modern world. Various theories of nationalism will also be explored and applied to examine how constructions of nationalism have been utilized in various contexts over the course of the 19th, 20th and 21st centuries. In doing so, this course will serve as a way to introduce students to modern world history through the lens of nationalist movements across Europe, North America, Latin America, Asia, and Africa. The use of nationalism as a tool will also be examined in connection with both world wars. The construction of national identities will be analyzed in each case with particular attention given to intersections of class, race, and gender.

HIS 201 Kansas City Becomes the Classroom:

Investigating Local History

(4 cr. hrs.)

This course will investigate topics in the history of Kansas City, such as race relations, immigration, local politics, culture and entertainment, urbanization, the development of a distinctive working and middle class, the formation of urban subcultures, and the spatial divisions within the city. As part of the course, students will explore Kansas City by visiting historical museums and archives as well as visiting neighborhoods of historical interest. By examining closely a specific topic in Kansas City history, students will be introduced to the practices and methods of history, historiography, and learn about the resources available locally to conduct historical research on Kansas City. The course will provide students with the skills to locate a variety of primary and secondary materials (both print and digital) related to a topic in Kansas City history and to apply historical analysis and interpretation to those materials. Students will learn both how to develop written historical arguments for an academic audience and also the various ways to present a historical interpretation to a public audience. This course is required for all history majors. Prerequisite: sophomore standing. Offered fall semester.

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.

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.

HIS 213 Greco-Roman Mythology

(4 cr. hrs.)

This course surveys the central stories, gods, heroes and monsters of Greek and Roman myth. We will study and analyze a variety of ancient literary, mythographical and art-historical sources and interpret them in their cultural contexts, including their social-political uses and ethical implications. Readings may include experts from ancient epic poets like Homer, Hesiod, Vergil, and Ovid, as well as tragic poets like Aeschylus, Sophocles, and Euripides. Students will also compare ancient Greek and Roman mythology to other ancient traditions and investigate the influence of ancient myth upon later cultures. May be

History, Literature, and Culture *continued*

cross-listed as CTI 213. It is recommended that students enrolling in this course be eligible to take Level-II CTI courses.

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. May be cross-listed as CTI 238. It is recommended that students enrolling in this course be eligible to take Level-II CTI courses.

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. May be 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 18th 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.

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.

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.

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.

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.

HIS 241 The Sacred Journey: Pilgrimage along the Camino de Santiago (4 cr. hrs.)

The accumulation, fusion and expression of more than 1,000 years of history, culture, religious tradition and spiritual exploration has driven scores of pilgrims from around the world to travel to the Camino de Santiago, or the Way of Saint James. This course offers students the opportunity to participate in a similar journey through traditional coursework that culminates in a walk along the Camino de Santiago in northern Spain. Along the way, students will study the history of the Camino de Santiago, important sites and artifacts situated on it and historical figures associated with it. In the process, students will explore the theological and spiritual implications of pilgrimage in Christianity and other religious traditions. Ultimately, this experience will pave the way for students to consider the meaning of sacred journey in their own lives. May be cross-listed with CTI 241. It is recommended that

History, Literature, and Culture *continued*

students enrolling in this course be eligible to take Level-II CTI courses.

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. May be cross-listed as CTI 286. It is recommended that students enrolling in this course be eligible to take Level-II CTI courses.

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? May be 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. May be cross-listed as CTI 225. It is recommended that students enrolling in this course be eligible to take Level-II CTI courses.

HIS 260 Perestroika: The End of the USSR (4 cr. hrs.)

This course examines how Mikhail Gorbachev changed the world, but not necessarily as he intended. It focuses on Gorbachev's valiant, yet unsuccessful, efforts to "reconstruct" and modernize communism in the USSR by

launching a sweeping series of political, economic, social and cultural reforms that destroyed the Soviet Union, gave birth to 15 independent countries, ended the Cold War, but also raised new questions about the relationship between democracy and capitalism, and its effects on national identity, social order, political power, justice, culture, and daily life. May be cross-listed as CTI 294 and as POL 260. It is recommended that students enrolling in this course be eligible to take Level-II CTI courses.

HIS 268 The Cherokee and Lakota People (4 cr. hrs.)

This course will investigate the history of the Cherokee and Lakota peoples by exploring how issues of gender, war, removal, assimilation and legal issues shape their histories. Students will critically assess the issue of tribal sovereignty and evaluate the actions of the United States towards the Cherokee and Lakota from an ethical perspective. By studying the relationship between these peoples and the U.S. government, students will develop an understanding of the grievances the Cherokee and Lakota people hold against the United States. When studying the Lakota people, students will also grasp an understanding of the inter-relationships of the Seven Council Fire. The focus on the Cherokee and Lakota will provide students with an in-depth understanding of the peoples' different cultures and interactions with the United States government. The course will facilitate room for students to formulate their own conclusions about the similarities between the Cherokee and Lakota experience. May be cross-listed with CTI 278. It is recommended that students enrolling in this course be eligible to take Level-II CTI courses.

HIS 270 America's Pastime: A History of Baseball (4 cr. hrs.)

This course will focus on the history of baseball as a way of understanding the American experience. Emphasis will be placed on understanding the origins and development of professional baseball over time, examining how the business and economics of baseball has changed, how and why the game has changed since its origins, and the ways in which baseball has both reflected and shaped American culture. Students will study the history of the Negro Leagues and the integration of African-Americans into Major League Baseball and visit the Negro Leagues Baseball Museum. Students will also investigate the various roles women have played in professional baseball and how and why softball as a sport developed. To gain an understanding of the relationship between American culture and baseball, students will study the architecture of ballparks, as well as seminal works of literature and cinema about baseball.

History, Literature, and Culture *continued*

HIS 276 Women and Gender in South Asia (4 cr. hrs.)

This course will introduce and help students understand the changes and continuities in the lives of South Asian women from the late eighteenth century to the present. Using gender as a lens to examine the past, this course will examine how intersections of politics, race, class, caste, and religion have affected and continue to impact the lives of South Asian women and men in countries such as India, Pakistan, Bangladesh and Sri Lanka. In doing so, students will gain an understanding of cultural, political and economic life, including nationalism, the complex relationship between nationalist movements and women's activism, education, the legal system and the gendered body. The ways in which masculinities have been constructed and the social hierarchies that resulted will also be examined, with particular attention paid to how debates surrounding the bodies and lived experiences of South Asian women contributed to these gendered constructions and the power dynamics at play. May be cross-listed as CTI 276. 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. May be 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. May be cross-listed as CTI 287. It is recommended that students enrolling in this course be eligible to take Level-II CTI courses.

HIS 290 African-Americans and American Higher Education (4 cr. hrs.)

This course will investigate the relationship between institutions of higher learning in the United States and the African-American experience. Through this course, students will gain an understanding of the African-American experience in relation to colleges and universities as institutions of power and knowledge, and how African-Americans have struggled to be treated in an equitable and just way by those institutions. The course will explore the relationship colleges and universities (including William Jewell College) have to the enslavement of peoples from Africa, and the ways in which colleges and universities have been grappling with that past. The research conducted by William Jewell students about their college's ties to slavery will be studied. Students will also learn how institutions of higher learning have both included and excluded African-American students historically up through the present, the development and current place of Black Colleges in American life, debates among African-Americans about higher education and the development of the field of African-American Studies at institutions of higher learning. The ways in which college students have participated in the Civil Rights movement through organizations like the Student Non-Violent Coordinating Committee (SNCC) will also be an important component of the course. May be cross-listed as CTI 296. 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

History, Literature, and Culture *continued*

acknowledge and memorialize their slaveholding past and use that knowledge to shape their future policies.

HIS 298 Monuments and Memory: An Introduction to Public History (4 cr. hrs.)

“Monuments and Memory” will explore history through the memorialization of individuals, social groups, places and historic events. The course will include local, national and global case studies drawn from the fields of history, cultural heritage, cemeteries and virtual online digital projects. In this course, students will learn the practices of public history from investigation to preservation and from interpretation to communication. Why do we remember some individuals, events, topics and places over others? What do the design of monuments reveal about our communities, our cultures and politics and our historical memories? Why do some sites become contested, and others are forgotten? How do various actors use symbols to depict their notions of value and identity? How do communities balance the demands of promoters, creators, publics and future generations? We will answer these questions through readings, discussions, presentations, site visits and virtual excursions, to gain an understanding of how public history practitioners have utilized historical research to inform and shape representations of the past, ways of being, heritage, and national identities. May be cross-listed as CTI 298. It is recommended that students enrolling in this course be eligible to take Level-II CTI courses.

HIS 304: History of U.S. Immigration Law and Debates about Immigration (4 cr. hrs.)

This course will explore the ways in which immigration law and debates about immigration in the United States during the 21st century have a history tracing all the way back to the founding of the country, rooted in a central question: what does it mean to be “American”? The course will explore how U.S. immigration law changed over time, looking at the ways in which foreign policy and domestic issues shaped debates about immigration. A central theme of the course will be focused on how different understandings of what it means to be American influenced public discussions about immigration policy. The course will also explore the complicated history of U.S. law as it pertains to refugees and how those laws impacted refugee groups. Students will conduct historical research into the dynamic forces that led to a variety of perspectives on immigration and the creation of specific immigrations laws.

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 19th 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 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

History, Literature, and Culture *continued*

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.

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 402 Readings in World History (1-4 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 (1-4 cr. hrs.)

Independent readings under professorial supervision. Writing assignments required. Limited enrollments. Must have professor's permission before enrolling. Offered every semester.

HIS 410 Advanced Historical Research on Race, Ethnicity, and Nationalism (4 cr. hrs.)

This advanced research course functions as a capstone for history majors, but history minors as well as students majoring in English, philosophy, and political science are encouraged to enroll. Students must have junior status. The course will review the historiography on race, ethnicity, and nationalism. Under the guidance of the instructor, students will then use historical methodology to research and write a 20-25 page paper on a topic of their choice related to the history of race, ethnicity, or nationalism, incorporating both primary and secondary sources. Students will also deliver an oral presentation.

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 with faculty members in history for additional details.

HIS 481 Internship in African American History (1-6 cr. hrs.)

This internship course offers students a structured, supervised opportunity to design their own learning by providing students with practical experience in the field of African American history. This would include internships at the Black Archives of Mid-America in Kansas City, the Clay County African American Legacy, Inc. at the Garrison School in Liberty, conducting oral histories of African Americans that will be housed at William Jewell College, or assisting faculty who teach courses in African American history. Consult with faculty members in history for additional details.

SPANISH

SPA 111 Elementary Spanish I (4 cr. hrs.)

This elementary Spanish course introduces and develops basic skills of language proficiency, while presenting sociocultural topics of the Hispanic world. Designed for students with little or no previous Spanish experience. Students who have taken two or more levels of high school Spanish and want to continue with the same language must take the placement exam 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 sociocultural topics of the Hispanic world. This course is designed for students with two or more levels of study at the high school level or one semester at the college level. Fall and spring semesters.

SPA 221 Intermediate Spanish for Healthcare (4 cr. hrs.)

This course is intended for students with previous experience in Spanish. All parts of the course are designed to improve Spanish proficiency through listening, speaking, reading, and writing—with a focus on health and healthcare. The course is for any student seeking to develop Spanish language skills and will particularly benefit those preparing for healthcare-related professions. Additionally, this course takes a cultural studies approach, examining film, art, personal narratives, and brief literary texts. The course will be conducted in Spanish, and all students are expected to participate actively in all discussions and activities. Recommended background: SPA 112, high school Spanish 4, or equivalent Spanish proficiency.

History, Literature, and Culture *continued*

SPA 222 Intermediate Spanish through Film (4 cr. hrs.)

This course is intended for students with previous experience in Spanish. All parts of the course are designed to improve Spanish proficiency through listening, speaking, reading, and writing. Students in this course will watch films representing a broad range of socio-cultural experiences across the Spanish-speaking world and will discuss and analyze those films in class activities and assignments, developing Spanish language skills with attention to grammar and vocabulary. This course integrates the study of language and culture and will be conducted in Spanish. All students are expected to participate actively in all discussions and activities. Recommended background: SPA 112, high school Spanish 4, or equivalent Spanish proficiency.

SPA 315 Introduction to Hispanic Cultural Studies (4 cr. hrs.)

This course is designed to introduce students to cultural and literary study in Spanish and to improve critical thinking skills and oral proficiency, thereby preparing students for further upper-level study in the Spanish program. Through an approach that mixes cultural analysis with the study of different literary genres, students will develop the skills needed to analyze and discuss culture, literature, film, history, and socio-political topics from Latin America and Spain, from ancient times to the present day. The course also includes conversation practice, writing instruction, and grammar review geared toward advancing students' capacities for oral and written expression 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 sociohistorical 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.

SPA 320: Mexican National Identity (4 cr. hrs.)

This course examines the socio-cultural construction of national identity in Mexico. Through study of literature,

film, art, socio-historical texts, critical theory, and cultural norms, students will understand and analyze narratives of national identity rooted in the political history, social movements, racial/ethnic identification, economic conditions, and cultural work of Mexico. Written and oral coursework in Spanish supports students' ongoing development of Spanish language proficiency.

SPA 323 Spain: Culture and Literature (4 cr. hrs.)

An introduction to the study of important literary, cultural, and artistic works from Spain, within the context of major historical, sociopolitical, and aesthetic developments. The course will include works from the Middle Ages to the present day. 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 324 Latin America: Culture and Literature (4 cr. hrs.)

An introduction to the study of important literary, cultural, and artistic works from Latin America, within the context of major historical, sociopolitical, and aesthetic developments. The course will include works from the pre-Columbian era to the present day. 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 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, study formal film technique, and read film theory and criticism. Particular films and auteur directors will be studied within the context of certain historical, sociopolitical, and aesthetic milieus, which will provide insight into visual representations of things like the Dirty War in Argentina, sexuality and gender in Spain, etc. Geographic and temporal focus will vary. Other course content and readings will be interdisciplinary in nature. 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 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 the political independence of Latin American

History, Literature, and Culture *continued*

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.

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.

SPA 331 Special Topics in Hispanic Literature, Culture, and Film (4 cr. hrs.)

This upper-level elective course will address a specific special topic or linguistic skill that is related to the literatures, cultures, and cinemas of Hispanic countries and approached within relevant historical, sociopolitical, and aesthetic contexts. Examples include Advanced Conversation, Race in Cuba, Women's Literature, and Poetry and Politics in Chile. 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 the literature, cultural production and sociohistorical 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, "latinx," "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. May be cross-listed as CTI 206.

SPA 341 Cuba: Race and Nation (4 cr. hrs.)

In this course we examine questions of race and national identity in the 19th, 20th, and 21st centuries—a time period that begins in the slaveholding, colonial era and includes abolition, independence from Spain in 1898, U.S.-backed dictatorships in the early twentieth century, the 1959 Cuban Revolution (which declared in 1962 it had "eradicated" racism from the island), and present-day debates on racial discrimination and Cuban identity. Primary texts studied include autobiography, poetry, essays, short stories, theatre, music, and visual art. Secondary texts provide socio-political context and offer critical and theoretical perspectives on primary texts. Throughout the course, we consider issues of identity and social power related to race and gender. Together with course objectives related to literary and cultural analysis, we will improve oral and written communicative proficiency in Spanish, integrating language study with textual analysis. This course may be cross-listed as WCL 341. It may also be cross-listed as CTI 203 or CTI 282. It is recommended that students enrolling in this course be eligible to take Level-II CTI courses.

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 historical, sociopolitical and aesthetic developments of the Spanish-speaking world. Course content will cover a broad range of cultural work from various time periods, geographic regions and artistic genres. 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.

History, Literature, and Culture *continued*

WORLD CULTURES AND LITERATURE

WCL 341 Cuba: Race and Nation (4 cr. hrs.)

In this course we examine questions of race and national identity in the nineteenth, twentieth, and twenty-first centuries—a time period that begins in the slaveholding, colonial era and includes abolition, independence from Spain in 1898, U.S.-backed dictatorships in the early twentieth century, the 1959 Cuban Revolution (which declared in 1962 it had “eradicated” racism from the island), and present-day debates on racial discrimination and Cuban identity. Primary texts studied include autobiography, poetry, essays, short stories, theatre, music, and visual art. Secondary texts provide socio-political context and offer critical and theoretical perspectives on primary texts. Throughout the course, we consider issues of identity and social power related to race and gender. Together with course objectives related to literary and cultural analysis, we will improve oral and written communicative proficiency in Spanish, integrating language study with textual analysis. This course may be cross-listed as SPA 341. It may also be cross-listed as CTI 203 or CTI 282. It is recommended that students enrolling in this course be eligible to take Level-II CTI courses.

Humanities

Division Head, Humanities, Social Sciences, and Music:
Professor Brendon Benz

The Division of Humanities, Social Sciences, and Music sponsors two majors—history, literature, and culture; and political science—that include foundational courses and capstone experiences offered under the HSM prefix and described below. Details of the majors are described in their own sections of the catalog.

The division also sponsors minors in Black studies and Spanish (both are listed under History, Literature, and Culture in the catalog), as well as minors in faith and culture and in humanities.

The Minors

FAITH AND CULTURE

Those seeking a minor in faith and culture are interested in exploring what it means to pursue meaning and satisfaction in life for individuals and communities, especially at the intersection of faith, vocation, intellectual inquiry, and social responsibility.

Goals for Student Learning

Students will describe, critique, and evaluate a variety of views, some of which will come from religious and/or spiritual traditions that

1. explore the foundations and content of religious or spiritual belief, highlighting classic issues such as the self and other, the material and immaterial, knowledge and practice, and inclusivity and exclusivity;
2. reflect on a life of meaning and flourishing for individuals and communities; and
3. analyze historical, social, and ideological phenomena that can build or impede personal relationships and/or promote reconciliation and restoration between individuals or within or among communities.

Required Courses

Four courses from the CTI Sacred and Secular category are required for the minor. Required specifically are

CTI 229	Power, Tyranny, and the Good Life (4)
CTI 249	The Bible: History and the Construction of History (4)

Also required are two additional courses from the CTI Sacred and Secular category* (courses numbered between CTI 225 and CTI 249). It is recommended that students choose at least one course that focuses on a religious tradition different from their own.

**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.*

Students who are earning the minor as a part of their participation in the Faith and Culture Fellows Program should take CTI 229 and 249 before the other two courses. Students who are not Fellows in this program are still eligible to undertake the minor and are not bound by this restriction.

A student may meet the core curriculum's requirement for a CTI Sacred and Secular course with one of the courses from the minor.

HUMANITIES

The Humanities minor offers students a coherent framework for the questions at the center of humanistic inquiry: how humans make meaning, how cultures and institutions form and change, how arguments about value and justice are constructed and contested. These questions are not peripheral to any field; they are foundational to all of them. Students across the college who want rigorous, structured engagement with these questions beyond a single course will find in the minor a coherent path for pursuing that work.

Goals for Student Learning

Students who complete the minor will be able to

1. articulate and examine the values, ideas, and questions that animate human cultures across time and place;
2. practice integrating different ways of thinking and knowing about society and culture; and
3. read, interpret, and analyze literary and cultural works, and historical primary sources through various critical methodologies and according to their social, political, economic, historical, and artistic contexts.

Required Courses

The minor requires a minimum of 16 hours from courses in ENG, HIS, HSM, LAT, MUS, POL, or SPA, with the following restrictions:

- A maximum of 2 hours of MUS may come from music ensembles or applied study in music.
- A maximum of 4 hours may come from HSM 100-level courses.
- A minimum of 12 hours must come from courses at the 200-level or higher.
- CTI courses cannot be counted toward the minor.

Courses chosen for use in this minor cannot also be applied to a major or another minor.

Course Descriptions

HUMANITIES, SOCIAL SCIENCES, AND MUSIC

HSM 110 Being Human (2 cr. hrs.)

This course acquaints students with different understandings of human nature, and with some of the consequences those understandings have for models of society, ethics, and the human good. We will consider accounts from Plato, Aristotle, Hobbes, Hume, Kant, Marx, and feminist theorists. Students will compare, contrast, and evaluate these views in preparation for encounters with related approaches in literary and cultural studies, historical analysis, political science, and philosophy.

HSM 120 Justice (2 cr. hrs.)

This course examines the concept of justice from multiple perspectives, engaging with a variety of cultural traditions, philosophical frameworks, and practical applications. Students will explore classical and contemporary theories of justice, analyzing how different societies define fairness, rights, and moral responsibility. Topics include distributive and restorative justice, human rights, legal and political frameworks, economic inequality, and global justice. Through critical analysis of texts, cultural narratives, and legal cases, students will assess varied standards for judgment about justice and practice integrating different ways of thinking.

HSM 130 Gods and Faiths (2 cr. hrs.)

This course provides a basic introduction to the essential elements, texts, and contexts of contemporary and historical world religions. Students will investigate the interconnection between cultures and the rituals and faiths that shape them. As part of this investigation, students will seek and develop connections with contemporary faith leaders from different cultural and religious traditions.

HSM 140 Social Change (2 cr. hrs.)

What are the forces that have historically caused societal change? How do different social groups respond and adapt to social change? This course will take a "microhistory" approach by looking closely at a specific moment in history and exploring the ways in which a variety of historical forces, including technological, scientific, political, ideological, literary, and artistic forces—interacted to cause social change. The course will also examine how social groups defined by race, ethnicity, class, and gender in that moment in time navigated through changes brought on by historical forces.

HSM 401 Food and Power (4 cr. hrs.)

This course examines famine and mass starvation in the modern age from an interdisciplinary approach.

Understanding famine demands both theoretical and comparative analysis. Students will explore various definitions and theories of causes of famine including those of Thomas Malthus and Amartya Sen. The course will then take a case study approach in which students investigate major famines of the modern age including the Great Irish Famine, the Soviet Holodomor, the Bengal Famine, the Great Chinese Famine, and more recent examples in Ethiopia and Somalia. These investigations will focus on the historical, political, economic, cultural, and scientific contexts in which these famines emerged. The scientific and political contexts will be especially critical as students seek to answer one of the central questions of the course: are all famines in the modern age human-made? Finally, the course will focus on ethical considerations concerning famine in the contemporary context and research and debate proposed policies and solutions that have the potential to prevent famine in the future.

HUMANITIES

HUM 190 Making the Case: Writing and Argument (4)

Argument is not a set of rules to follow. It is an intellectual practice, one that looks different depending on who is making the case and what is at stake. A historian and a literary scholar can examine the same event and arrive at different claims, using different evidence, by different methods. Understanding how that works, and learning to do it yourself, is what this course is about. This course asks four questions that do not have easy answers: What counts as evidence? Who gets to decide? How do we argue across difference? How are strong claims made and contested? Students will read argumentative writing across the humanities, learn to identify the moves that make arguments work, and develop as writers and critical thinkers by practicing those moves themselves, in analytical prose, in public-facing writing, and in visual and multimodal forms. By the end of the semester, you will be a more precise reader of other people's arguments and a more deliberate maker of your own.

THEATRE

THE 225 Theatre Performance (0-1 cr. hr.)

The Jewell Theatre Company represents the College in public performances on and off campus. A play or musical will be selected for each semester's mainstage production for which any student on campus is encouraged to audition for roles in the show. In this course, cast members are selected by the theatre staff at an announced audition. Once cast, the student will accept or decline the role. If accepted, the student signs a contract that binds them to participate in the production, except under extreme circumstances or an agreed separation with the theatre staff. Permission

Humanities *continued*

of the instructor is required. This course may be repeated for credit toward graduation, with no more than a total of eight hours of credit from THE 225 and 226 to be used toward graduation. Can be taken concurrently with THE 226: Theatre Production.

THE 226 Theatre Production (0-1 cr. hr.)

The Jewell Theatre Company represents the College in public performances on and off campus. A play or musical will be selected for each semester's mainstage production for which any student on campus is encouraged to participate in the crew. In this course, crew members are selected by the theatre staff at an announced interview time. Once selected, the student will accept or decline the assigned role. If accepted, the student signs a contract that binds them to participate in the production, except under extreme circumstances or an agreed separation with the theatre staff. This course may be repeated for credit toward graduation, with no more than a total of eight hours of credit from THE 225 and 226 to be used toward graduation. Can be taken concurrently with THE 225: Theatre Performance.

PRYOR LEADERSHIP DEVELOPMENT

William Jewell College maintains an educational context that teaches personal, vocational, and civic leadership through critical reflection, mentoring, and experience. In order to be recognized as Pryor Leadership Fellows, students must complete successfully the following 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)

Interdisciplinary 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 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.

COL 200 Campus Internship Experience (0.5-3 cr. hrs.)

This course provides students with the opportunity to gain professional experience through supervised work in a campus office or program. Internship placements may include support for an administrative office or academic program, administrative projects, or contributions to curricular or co-curricular initiatives. Students work under the guidance of a faculty or staff supervisor and are expected to establish learning goals and demonstrate professionalism in the workplace. Students must commit to a work schedule of 45 contact hours for every credit of the course. This course may be repeated. A maximum of 6 hours of COL 200 can be counted towards graduation. This course will be graded pass/fail for all students. Prerequisite: Consent of instructor

COL 210 Undergraduate Learning Assistant/ Academic Peer Mentor (0.5-3 cr. hrs.)

This course provides students with the opportunity to

Interdisciplinary Courses *continued*

gain professional experience through supervised work as an Undergraduate Learning Assistant (ULA) or Academic Peer Mentor. Internship placements include ULA assignments in a specific class/lab or serving as a Peer Mentor in courses such as CTI 110. Students work under the guidance of the faculty member teaching the specific course. Students must commit to a work schedule of 45 contact hours for every credit of the course. This course may be repeated. A maximum of 6 hours of COL 210 can be counted towards graduation. This course will be graded pass/fail for all students. Prerequisite: Consent of instructor as well as successful completion of the specified training/course for the work assignment.

COL 300 Academic Peer Tutor (0-3 cr. hrs.)

This course provides undergraduate students the opportunity to serve as trained peer tutors in support of the college's mission of collaborative learning. Peer tutors will complete structured training modules, focusing on effective tutoring strategies, inclusive pedagogy, communication, and professional ethics. Tutors will also receive ongoing mentorship from the Dean of Student Success, including reflective meetings to connect practice with theory. Through this experience, students will develop academic, interpersonal, and leadership skills while contributing to a culture of student success. Students must commit to a work schedule of 45 contact hours for every credit of the course. This course may be repeated. A maximum of 6 hours from COL 300 and COL 400 can be counted towards graduation. This course will be graded pass/fail for all students. Prerequisite: Consent of instructor and successful completion of training modules.

COL 400 Head Academic Peer Tutor (0-3 cr. hrs.)

This course provides undergraduate students the opportunity to serve as trained peer tutors in support of the college's mission of collaborative learning. Peer tutors will complete structured training modules, focusing on effective tutoring strategies, inclusive pedagogy, communication, and professional ethics. Tutors will also receive ongoing mentorship from the Dean of Student Success, including reflective meetings to connect practice with theory. Through this experience, students will develop academic, interpersonal, and leadership skills while contributing to a culture of student success. Students must commit to a work schedule of 45 contact hours for every credit of the course. This course may be repeated. A maximum of 6 hours from COL 300 and COL 400 can be counted towards graduation. This course will be graded pass/fail for all students. Prerequisite: Consent of instructor and successful completion of training modules.

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 Interim Director of the Core Curriculum.

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.

Mathematics and Data Science

Division Head, Analytical Sciences: Professor Maggie Sherer

Professor: David McCune

Assistant Professor: Alex Heitzman

>> jewell.edu/mathematics

>> jewell.edu/data-science

The program offers both a major and minor in data science as well as a minor in mathematics. The major leads to a Bachelor of Arts (BA) 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. Teacher certification requires specific content courses that must be completed successfully in order to earn the major in secondary education. Additional information on the requirements for teacher certification can be found at the end of Education's section of this catalog. There are also testing and other requirements for teacher certification that can be found in the Student Handbook for Teacher Education and Certification, which is online.

The Major 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

DTS 150	Introduction to Data Science (4)
DTS 190	Introduction to Programming (4)
DTS 200	Data Modeling, Databases, and Querying (4)
DTS 218	Applied Statistics (4)

DTS 350	Data Visualization (4)
DTS 370	Machine Learning (3)
DTS 410	Ethics and Technology (2)
CSC 195	Programming for Everyone II (3)
MAT 109	Calculus I (4)

Plus at least six hours from the following list:

CSC 200	Web Development (3)
CSC 300	Application Development 1 (3)
CSC 330	Application Development 2 (3)
DTS 280	Special Topics in Data Science (2-4)
DTS 400	Data Science Internship (1-6)
ITS 200	Google Cloud Computing Foundations (3)
MAT 281*	Linear Algebra (4)
PHY 215	Introduction to Computational Modeling (2)

*MAT 281 cannot be counted here for a student pursuing the emphasis in Mathematics and Modeling.

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: Business Analytics

ACC 111	Fundamentals of Financial Accounting (4)
BUS 231	Business Law and Ethics (4)
FIN 315	Financial Management (4)
MKT 205	Marketing Principles (4)
BUS 440	Business Analytics Capstone (4)

Emphasis: Mathematics and Modeling

MAT 200	Calculus II (4)
MAT 202	Introduction to Differential Equations (4)
MAT 281	Linear Algebra (4)
MAT 305	Introduction to Probability (4)
MAT 440	Applied Mathematical Modeling (4)

The Minors DATA SCIENCE

Required Courses

DTS 150	Introduction to Data Science (4)
DTS 190	Introduction to Programming (4)
DTS 200	Data Modeling, Databases, and 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	Introduction to Differential Equations (4)
or MAT 290	Bridge to Advanced Mathematics (4)
One four-hour MAT course at the 300-400 level	

Course Descriptions

DTS 150 Introduction to Data Science (4 cr. hrs.)

DTS 190 Introduction to Programming (4 cr. hrs.)

**DTS 200 Data Modeling,
Databases, and Querying (4 cr. hrs.)**

DTS 218 Applied Statistics (4 cr. hrs.)

contemplating graduate work in a variety of fields in which quantitative data are employed will find this course to be useful. May be cross-listed as BUS 319. Prerequisite: MAT 109.

DTS 280 Special Topics in Data Science (2-4 cr. hrs.)

This course is intended to provide students with opportunities to study topics of interest and/or topics required for future work in Data Science. Prerequisite: Instructor's consent.

DTS 350 Data Visualization (4 cr. hrs.)

DTS 370 Machine Learning (3 cr. hrs.)

DTS 400 Data Science Internship (1-6 cr. hrs.)

DTS 410 Ethics and Technology (2 cr. hrs.)

This course explores the ethical implications of data analytics, algorithms and technology. Various ethical theories will be explored and applied to issues inherent in computer and data science including data acquisition and dissemination, data mining, machine learning, artificial intelligence and data bias. Prerequisites: DTS 190 or permission of instructor.

See the earlier section of the catalog on the Academic Core Curriculum for a description of CTI 105, Math for the Liberal Arts.

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Mathematics and Data Science *continued*

requirement for mathematics in the core curriculum. The course is not taught currently at William Jewell.

MAT 103 College Algebra (4 cr. hrs.)

A study of algebraic topics and applications including linear and non-linear equations, inequalities, functions and their inverses, exponential and logarithmic functions, and systems of equations.

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.

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. Prerequisite: 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.

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.

MAT 202 Introduction to Differential Equations (4 cr. hrs.)

This course is an introduction to ordinary differential

equations with an emphasis on applications in the physical sciences. Topics include first-order, second-order, and higher-order linear equations, Laplace transforms, and linear and nonlinear systems. 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 109.

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. Prerequisite or corequisite: MAT 109.

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 covers vector calculus, 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.

Mathematics and Data Science *continued*

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 450.

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.

Music

Division Head, Humanities, Social Sciences, and Music:
Professor Brendon Benz

Program Director: Associate Professor Langston
Hemenway

Assistant Professor: Lawrence Abernathy

Instructor: Laura Lowry

Adjunct Instructor: Jessica Koebbe

>> jewell.edu/music

Learning Outcomes

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 music 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.

William Jewell College is accredited by the National Association of Schools of Music (11250 Roger Bacon Drive, Suite 21, Reston, Virginia, 20190). The College offers three music degree programs. The program in music leading to the Bachelor of Arts (BA) degree requires a minimum of 120 credit hours for graduation, 70 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 emphasis in performance) and one in music education, require a minimum of 120 credit hours for graduation, 60 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 music office and in electronic form on the music page in the College's learning management system. Any student wishing to major in music must complete an admission audition. It is also possible to minor in music or in music studies.

Teacher Certification

Students who wish to receive certification to teach music (vocal or instrumental) in grades K-12 in the State of Missouri may complete majors in both music education and secondary education. Teacher certification requires specific content courses that must be completed successfully in order to earn the major in secondary education. Additional information on the requirements for teacher certification can be found at the end of Education's section of this catalog. There are also testing and other requirements for teacher certification that can be found in the Student Handbook for Teacher Education and Certification, which is online.

Alternatively, students seeking certification to teach music (vocal or instrumental) in grades K-12 in the State of Missouri may complete a BS degree with a major in music followed by a Master of Arts in Teaching degree. Testing and other requirements for certification will still apply.

The Majors

BA DEGREE IN MUSIC

Under any BA program, a maximum of 50 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 70 non-MUS hours that can be counted toward graduation.

Required Courses

CTI 207	Harriman-Jewell Series (4)
MUS 120	Music Theory as Taught by the Beatles (3)
MUS 121	Ear Training I (2)
MUS 125	Collaboration, Production, and Concert Management (2)
MUS 130	Music Theory as Taught by Bach (3)
MUS 131	Ear Training II (2)
MUS 225	Collaboration, Production, and Concert Management (2)
MUS 325	Collaboration, Production and Concert Management (2)
MUS 335	The Myth of the Universal Language: Music in the Non-Western Tradition (2)
MUS 399	Half Recital (1)
MUS 475	Collaborative Synthesis Experience (4)

And at least three of the following:

MUS 220	Structural Form in Music (3)
MUS 330	Temple, Church and Court: Ancient-1600 (2)
MUS 331	Music of the 17th and 18th Centuries (2)

Music *continued*

MUS 332	Music and the Long 19th Century to Today (2)
MUS 333	American Popular Music and Jazz (2)
MUS 360	Applied Music Theory in Composition (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)
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*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 music office, MUS 199 will be placed on the transcript. This listing must be on the transcript before a student can complete any music major.

The above music major can be combined with other majors. 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

CTI 207	Harriman-Jewell Series (4)
MUS 120	Music Theory as Taught by the Beatles (3)
MUS 121	Ear Training I (2)
MUS 122	Keyboard Skills I (1)
MUS 125	Collaboration, Performance, and Concert Management (2)
MUS 130	Music Theory as Taught by Bach (3)
MUS 131	Ear Training II (2)
MUS 132	Keyboard Skills II (1)
MUS 209	English and German Diction (1)
MUS 210	Italian and French Diction (1)
MUS 220	Structural Form in Music (23)
MUS 225	Collaboration, Production, and Concert Management (2)
MUS 311	Musical Leadership (4)
MUS 325	Collaboration, Production, and Concert Management (2)
MUS 330	Temple, Church and Court: Ancient-1600 (2)

MUS 331	Music of the 17th and 18th Centuries (2)
MUS 332	Music of the Long 19th Century to Today (2)
MUS 333	American Popular Music and Jazz (2)
MUS 335	The Myth of the Universal Language: Music in the Non-Western Tradition (2)
MUS 360	Applied Music Theory in Composition (3)
MUS 399	Half Recital (1)
MUS 475	Collaborative Synthesis Experience (4)

Additional requirements:

MUS 214/414	Applied Study (8)
(1 credit hour per semester for 8 semesters)	

8 ensembles (in one concentration)

MUS 199*	Recital Attendance (0)
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*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 music office, MUS 199 will be placed on the transcript. This listing must be on the transcript before a student can complete any music major.

EMPHASIS IN MUSIC PERFORMANCE

A student emphasizing music performance must meet, in addition to the requirements for the BS music major listed above, the following requirement:

MUS 499	Full Recital (1)
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A student who intends to complete the above requirements for the BS major in music plus the emphasis in music performance will be said to be pursuing a BS degree with a major in music performance. A student may earn only one major in music, music performance, or music education.

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 music office or on through the music page in the College’s learning management system. All BS music majors must complete a minimum of 60 non-MUS hours that can be counted toward graduation.

MUSIC EDUCATION

Students may major in music education without seeking teacher certification or taking any courses in education. Information for students seeking certification to teach music in grades K-12 in the State of Missouri is provided above.

Music *continued*

Required Courses

CTI 207	Harriman-Jewell Series (4)
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 209	English and French Diction (1)
MUS 210	Italian and French Diction (1)
MUS 220	Structural Form in Music (3)
MUS 311	Musical Leadership (4)
MUS 312	Instrumental Music Workshop: Band (2)
MUS 313	Instrumental Music Workshop: Strings (3)
MUS 314	Choral/Vocal Music Workshop (2)
MUS 330	Temple, Church and Court: Ancient-1600 (2)
MUS 331	Music of the 17th and 18th Centuries (2)
MUS 332	Music of the Long 19th Century to Today (2)
MUS 333	American Popular Music and Jazz (2)
MUS 335	The Myth of the Universal Language: Music in the Non-Western Tradition (2)
MUS 352	Methods in Woodwind Instruments (1)
MUS 353	Methods in Brass and Percussion Instruments (1)
MUS 360	Applied Music Theory in Composition (3)
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 (2)

Additional requirements:

MUS 214/414 Applied Study (7)
(1 credit hour per semester for 7 semesters)

8 primary ensembles (in area of performance)

2 secondary ensembles (in opposite area)

2 small ensembles (in any area)

MUS 198* Keyboard Proficiency (0)

MUS 199** Recital Attendance (0)

*After completing MUS 132, students must take a keyboard proficiency test. If they do not pass the test, they will need to enroll and successfully complete up to two semesters of applied study in piano (based on the recommendation after the proficiency test). When a student has met the keyboard requirement, as certified by the music office, MUS 198 will be placed on the transcript. Refer to the Music Handbook for additional information.

**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 music office, MUS 199 will be placed on the transcript. This listing must be on the transcript before a student can complete any music major.

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 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)

One of the following three courses:

MUS 330	Temple, Church and Court: Ancient-1600 (2)
MUS 331	Music of the 17th and 18th Centuries (2)
MUS 332	Music of the Long 19th Century to Today (2)

One of the following two courses:

MUS 333	American Popular Music and Jazz (2)
MUS 335	The Myth of the Universal Language: Music in the Non-Western Tradition (2)

Additional requirements:

Ensembles – At least one ensemble each semester the student has a declared music minor (minimum of 4). A student may take MUS 125, 225, or 325 in place of ensembles with the permission of the program director. 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.

Each student with a minor in music is urged to attend a minimum of 15 recitals to familiarize themselves with recital practice professional expectations.

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)

Music *continued*

Four of the following courses:

MUS 220	Structural Form in Music (3)
MUS 330	Temple, Church and Court: Ancient-1600 (2)
MUS 331	Music of the 17th and 18th Centuries (2)
MUS 332	Music of the Long 19th Century to Today (2)
MUS 333	American Popular Music and Jazz (2)
MUS 335	The Myth of the Universal Language: Music in the Non-Western Tradition (2)
MUS 360	Applied Music in Composition (3)

Ensembles – At least three ensembles. A student may take MUS 125, 225, or 325 in place of ensembles with the permission of the program director.

Each student with a minor in music is urged to attend a minimum of 15 recitals to familiarize themselves with recital practice professional expectations.

Course Descriptions

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. Prerequisite: MUS 120. Open to non-majors with the permission of the instructor.

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 125 Collaboration, Performance and Concert Management

(2 cr. hrs.)

This course is an opportunity to synthesize learning from core music classes and develop essential skills in management useful for work in teaching, religious settings, or arts administration among other career paths. Participants will be placed in performing ensembles and work to develop an engaging and varied performance experience for an audience. Students will also oversee

marketing, venue, reception, program and program note production, and other aspects of the final performance. Performances may include traditional works or new compositions. Expectations and responsibilities of individual participants will increase in successive semesters. MUS 125 is normally taken in the second semester of the first year. MUS 225 will continue building on the skills begun in MUS 125, just as MUS 325 will build on the skills acquired in MUS 225.

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.

MUS 198 Keyboard Proficiency

(0 cr. hr.)

After completing MUS 132, students must take a keyboard proficiency test. If they do not pass the test, they will need to enroll and successfully complete up to two semesters of applied study in piano (based on the recommendation after the proficiency test). When a student has met the keyboard requirement, as certified by the music office, MUS 198 will be placed on the transcript. Refer to the Music Handbook for additional information.

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 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.

Music *continued*

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 (3 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. Time will be designated to discussing the unfolding structure and form of music as a narrative to communicate an architectural whole which will help serve as a foundation for composition work in later classes. Prerequisite: MUS 130 or permission of the instructor.

MUS 225 Collaboration, Performance and Concert Management (2 cr. hrs.)

This course is an opportunity to synthesize learning from core music classes and develop essential skills in management useful for work in teaching, religious settings, or arts administration among other career paths. Participants will be placed in performing ensembles and work to develop an engaging and varied performance experience for an audience. Students will also oversee marketing, venue, reception, program and program note production, and other aspects of the final performance. Performances may include traditional works or new compositions. Expectations and responsibilities of individual participants will increase in successive semesters. MUS 225 is normally taken in the second semester of the sophomore year. MUS 225 continues building on the skills begun in MUS 125, just as MUS 325 will build on the skills acquired in MUS 225. Prerequisite: MUS 125

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 and 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 314 Choral/Vocal Music Workshop (2 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. It 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 325 Collaboration, Performance and Concert Management (2 cr. hrs.)

This course is an opportunity to synthesize learning from core music classes and develop essential skills in management useful for work in teaching, religious settings, or arts administration among other career paths. Participants will be placed in performing ensembles and work to develop an engaging and varied performance experience for an audience. Students will also oversee marketing, venue, reception, program and program note

Music *continued*

production, and other aspects of the final performance. Performances may include traditional works or new compositions. Expectations and responsibilities of individual participants will increase in successive semesters. MUS 325 is normally taken in the second semester of the first year and builds on the skills acquired in MUS 225. Prerequisite: MUS 225.

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, 130. Open to non-majors with the permission of the instructor.

MUS 331 Music of the 17th and 18th Centuries (2 cr. hrs.)

This course examines western European music of the Baroque era, from the birth of opera through classical music of the late 18th century. Prerequisites: MUS 120, 121, 130. Open to non-majors with the permission of instructor.

MUS 332 Music of the Long 19th Century to Today (2 cr. hrs.)

This course surveys western European music from 19th century Romanticism through the 21st century. Prerequisites: MUS 120, 121, 130. Open to non-majors by permission of instructor.

MUS 333 American Popular Music and Jazz (2 cr. hrs.)

This course investigates the most significant styles of American popular music and jazz from their roots to the present. It will address aspects of influence from various traditions, impact of mass media and technology, and the role of popular music as a symbol of identity. Open to non-majors.

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. Open to non-music majors with the 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 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 360 Applied Music Theory in Composition (3 cr. hrs.)

In this course students will learn to apply the skills and materials learned in MUS 120 and 130 in the context of creating original compositions and arrangements based on Common Practice and 20th century techniques. These may include, but are not limited to, Impressionism, Expressionism, Serialism, Minimalism and Indeterminacy. Some time may also be spent on electronic music composition using software such as Garage Band. Students will be expected to listen to examples of music throughout the semester and produce professional scores using music printing software. Prerequisites: MUS 120 and MUS 130.

MUS 361 Advanced Instrumental Conducting (2 cr. hrs.) Instrumental conducting techniques including the use

Music *continued*

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 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.

Music *continued*

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 20th 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 18th-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. May be cross-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. May be cross-listed as EDU 452. Prerequisite: MUS 314 and 314L.

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. Prerequisites: MUS 312, 313.

MUS 475 Collaborative Synthesis Experience (4 cr. hrs.)

This course will explore artistic expression through integrated musical performance. Students will be guided to explore a range of engaging topics designed to enhance collaboration, creativity and performance skills. Students will deepen their understanding and application of their artistry through integration. Diverse processes and artistic perspectives will play a crucial role in shaping the final performance where the presentation or showcase is fully planned and executed by the students over the course of the semester with the guidance of a faculty member. This course is normally taken as a cumulative experience in their final semester at Jewell. Prerequisite: MUS 325.

MUS 499 Full Recital (1 cr. hr.)

A varied and appropriately challenging solo recital comprising 45 minutes of music. The recital program

Music continued

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 music 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 or Harp Study for Non-Majors (1 cr. hr.)
- MUS 115 Applied Percussion or Guitar 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) | Euphonium (E) |
| Cello (L) | Flute (F) |
| Clarinet (C) | French Horn (Z) |
| Composition (M) | Guitar – Bass (G) |

- | | |
|------------------------|-----------------|
| Guitar – Classical (K) | String Bass (S) |
| Harp (J) | Trombone (B) |
| Harpsichord (H) | Trumpet (T) |
| Oboe (Y) | Tuba (U) |
| Organ (O) | Viola (A) |
| Percussion (D) | Violin (N) |
| Piano (P) | Voice (V) |
| Saxophone (X) | |

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/folk guitar to include basic strumming patterns, major/minor chords, inversions and some scales with application of materials used in elementary music. Students must provide a suitable acoustic guitar. 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.

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.

Music *continued*

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 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 282 Choral Scholars 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 program director, 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 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 program director, 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.

Music *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 Wind Ensemble (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.

MUS 385 Jewell Lab Band (0-1 cr. hr.)

The William Jewell Lab Band is an ensemble with flexible instrumentation that plays music across a variety of musical genres, including jazz, Latin, rock, funk, pop, hip-hop, and soul. The band serves as an educational and musical outlet through the performance of non-classical music with an emphasis on improvisation. The course is designed to build excellent musicianship through collaboration and ensemble playing skills through rehearsal and performance. Applicable to instrumental lab/ensemble requirements for music majors.

Nursing

Division Head, Behavioral, Natural, and Health Sciences:
Professor Tara Allen

Program Director: Assistant Professor Tiffany Condren

Associate Professors: Annette Behney and Melissa Timmons

Assistant Professors: Anna Kaaiakamanu, Debra Penrod, Patricia Richter

Instructor: Jennifer Ryan

>> 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 is a 12-month accelerated track (AT) program. [Refer to the nursing website 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.
- Leadership: Exhibit effective leadership skills through appropriate decision making, collaboration, and teamwork.
- Scholarship: Exhibit critical thinking through evidence-based practice and application nursing concepts.
- Service to All: Exhibit service above expectations through stewardship of resources to meet the needs of others.
- 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.

Mission

We educate future nurse professionals to apply critical thought and exemplify integrity, compassion, leadership, scholarship, service to all and excellence in practice.

Philosophy

We equip our students with critical thinking to improve human lives and promote compassion and care within the community.

WILLIAM JEWELL COLLEGE

Vision

We develop future nurse professionals to pursue meaningful lives by advocating for their communities.

Accreditation

The baccalaureate-degree program in 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 program in 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 pr.mo.gov/nursing.asp.

Licensure

The Bachelor of Science program with a major in Nursing is designed to meet the educational requirements for the State of Missouri. 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

Nursing *continued*

website, jewell.edu/nursing, for the latest version of admission requirements and prerequisites.

The following rules apply to all students:

- Students must have a record of successful academic progress with a grade of B– or better in the first attempt at each prerequisite course. An attempt is defined as enrollment in a class with the following result on an official transcript: a) course grade, b) incomplete [I] or c) withdrawal [W].
- Students are encouraged to take prerequisite courses at Jewell.
- Only courses in nursing, such as nutrition, pharmacology, 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 program in 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 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	Adult Health III: Complex Conditions (2)
NUR 470C	Adult Health III Clinical/Simulation (2)
NUR 480	Role Transition to Professional Practice II (4)
NUR 485	Role Transition to Professional Practice III (1)
NUR 490	Capstone: Nursing Role Transition (4)

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, clinical/ simulation, practicum, and/or laboratory sections of a course, except for NUR 100. (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.

Nursing *continued*

NUR 100 Basic Patient Care Concepts and Skills (5 cr. hrs.)

This course is designed to introduce students to patient care in long-term and acute-care facilities. Students learn skills for bedside care, vital sign measurement, positioning and safe transfer of clients. There will be a focus on understanding safety and patient rights. Upon completion of the course and its clinical, a student may choose to take the certified nurse assistant exams.

NUR 100C Basic Patient Care Clinical (2.5 cr. hrs.)

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 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 nursing hallmarks. This course will examine leadership theory. Corequisites or prerequisites: NUR 232 and 250. Prerequisite: Admission to the nursing program.

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, and admission to the nursing program.

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 or equivalent, CHE 113 and admission

to nursing program. 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. Prerequisite or corequisite: NUR 221, 232, 250, and 315.

NUR 250 Fundamentals of Nursing and Healthcare (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. Prerequisites: BMS 243 and 250 or equivalent, admission to the nursing program and NUR 232/232L. Enrollment in NUR 250 requires simultaneous enrollment in NUR 250L and NUR 250P.

NUR 250L Laboratory for Fundamentals of Nursing and Healthcare (0.5 cr. hr.)

This course will be graded on a pass/fail basis for all students. Simultaneous enrollment in NUR 250 and NUR 250P is required.

NUR 250P Fundamentals of Nursing and Healthcare Practicum/Simulation (0.5 cr. hr.)

This course will be graded on a Pass/Fail basis for all students. Simultaneous enrollment in NUR 250 and NUR 250L is required.

NUR 260 Independent Study in Nursing (1-6 cr. hrs.)

The program in 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.

NUR 315 Adult Health I: Chronic Conditions (4 cr. hrs.)

This course is designed for students to understand and

Nursing *continued*

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 and 250. Corequisites or prerequisites: NUR 242 and 322. Enrollment in NUR 315 requires simultaneous enrollment in NUR 315C.

NUR 315C Adult Health I Clinical/Simulation (2 cr. hrs.)

NUR 322 Concepts and 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 program in 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.

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, 250 and 315. 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. Simultaneous enrollment in NUR 380 is required.

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.)

Simultaneous enrollment in NUR 390 is required.

NUR 402 Concepts and 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: 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.)

Simultaneous enrollment in NUR 412 is required.

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 *continued*

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.)

Simultaneous enrollment in NUR 445 is required.

NUR 460 Independent Study in Nursing (1-6 cr. hrs.)

The program in 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 Adult Health III:

Complex Conditions (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 healthcare problems in a critical care setting. Includes clinical and simulation experiences. Prerequisites: NUR 221, 232, 242, 250, 315, 322 and 445. Prerequisite or corequisite: NUR 402. Enrollment in NUR 470 requires simultaneous enrollment in NUR 470C.

NUR 470C Adult Health III: Complex

Conditions Clinical/Simulation (2 cr. hrs.)

Simultaneous enrollment in NUR 470 is required.

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. Taken in the senior year.

NUR 485 Role Transition to

Professional Practice III (1 cr. hr.)

This course is designed as the final transformational course for the senior nursing student. This course includes application of several nursing hallmarks (leadership, scholarship, compassion and service) in several required activities (e.g., Duke Colloquium, Compassion Scale Score, etc.) and preparation opportunities for the registered nurse licensure exam. Prerequisites: NUR 202 and 315 and senior standing in the program. The course is offered in the spring semester and is graded on a pass/fail basis for all students. Taken in the last semester.

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, 412, 470, 480 and 485. This course must be taken in the final term without other simultaneous on-ground coursework. Nursing student handbook policies apply.

Physics

The E.S. Pillsbury Division of Analytical Sciences

Division Head, Analytical Sciences: Professor Maggie Sherer

Professor: Blane Baker

>> jewell.edu/physics

The program in physics offers a major and a minor. The major in engineering physics leads to a Bachelor of Arts (BA) degree.

Engineering 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 and Synthesis – Students will apply physics knowledge, engineering principles, problem solving, and experimental techniques in new situations and contexts.

The Major ENGINEERING PHYSICS

Required Courses

CHE 121/121L	General Chemistry I (4) and Lab (1)
CVE 110	Introduction to Civil Engineering and Design (3)
EGR 230	Statics (3)
DTS 190	Introduction to Programming (4)
MAT 200	Calculus II (4)
MAT 201	Calculus III (4)
MAT 202	Differential Equations (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 316	Modern Physics (4)

PHY 318	Heat and Thermodynamics (3)
PHY 321	Intermediate Lab (1)
PHY 443	Classical Mechanics (4)
CHE 122/122L	General Chemistry II (4) and Lab (1)
or EGR 233	Mechanics of Solids (4)

All students intending to complete a major in engineering physics should have a member of the physics faculty as their academic advisor by the end of their first year.

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. Teacher certification requires specific content courses that must be completed successfully in order to earn the major in secondary education. Additional information on the requirements for teacher certification can be found at the end of Education's section of this catalog. There are also testing and other requirements for teacher certification that can be found in the Student Handbook for Teacher Education and Certification, which is online.

Alternatively, students may complete a BA degree with a major in engineering physics followed by a Master of Arts in Teaching degree. Testing and other requirements for certification will still apply.

Dual-Degree Engineering Curriculum

Engineering 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 jewell.edu/dual-degree-engineering.

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)
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Physics *continued*

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. (Students with a major in chemistry, biochemistry, or civil engineering will, because of overlap between programs, need to earn a minimum of 9 additional hours from courses in physics numbered 300 or above as a part of the minor in physics.)

**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.)

Calculus-based physics course for scientists and engineering including the principles of mechanics, waves, sound, and thermodynamics. Fall semester.

PHY 213L General Physics I Laboratory (1 cr. hr.)

PHY 214 General Physics II (4 cr. hrs.)

Calculus-based physics course for scientists and engineers including the principles of electricity and magnetism, circuits, 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.

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,

Physics *continued*

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 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

Division Head, Humanities, Social Sciences, and Music:
Professor Brendon Benz

Program Director: Assistant Professor Abigail Vegter
Professor: Gary Armstrong

>> jewell.edu/political-science

In conjunction with other programs in the Division of Humanities, Social Sciences, and Music, the program in political science offers a single major, which leads to the Bachelor of Arts (BA) degree. 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 the major.

The Major POLITICAL SCIENCE

Learning Outcomes of the Division

1. Describe and analyze diverse points of view, cultural products, and standards for judgment about Being Human, Justice, Gods and Faiths, and Social Change.
2. Practice integrating different ways of thinking and knowing.
3. Demonstrate skill in critical thinking and communication fluency.

Learning Outcomes of the Major

Students in the political science major will be able to

1. Describe, analyze, and evaluate contending views in politics about
 - a. human nature and the good life and their implications for politics and society;
 - b. the nature of democracy and democratic political systems and of authoritarian and totalitarian political systems;
 - c. different political institutions and political cultures;
 - d. the dynamics of war and peace; and
 - e. philosophical perspectives (which may include Christian and other religions) on politics and society found in the world today and in history.
2. propose and evaluate proposals to reform society, politics, and political institutions to strengthen justice; and
3. demonstrate skill in critical thinking and communication fluency.

Required Courses

HSM 110	Being Human (2)
HSM 120	Justice (2)
HSM 130	Gods and Faiths (2)
HSM 140	Social Change (2)

Three of the following four courses:

POL 200	Political Philosophy (4)
POL 220	American Democracy (4)
POL 230	Comparing Governments and Political Dynamics (4)
POL 250	World Politics (4)

Two additional 200- or 300-level POL courses (6-8)

A minimum of 3 hours from the following disciplines:
HUM, LAT, MUS*, ENG, HIS, or SPA** (3)

One HSM 400-level capstone course (4)

*Excludes music ensembles and applied studies in music

**The course(s) chosen to meet this requirement cannot also be used to meet a requirement of any other academic program or of the core curriculum, including the global perspectives requirement.

Course Descriptions

POL 200 Political Philosophy (4 cr. hrs.)

An introductory course that examines the nature of politics; considers the meaning of such terms as liberty, equality, justice, and power; and overviews the major Western political philosophies and ideologies, including liberalism, conservatism, Marxism, and fascism.

POL 205 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—

Political Science *continued*

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 – 219 Intermediate Seminar (2-4 cr. hrs.)

Topics of this seminar will vary; past topics include “Special Interest Groups,” “Politics and Literature,” “European Union,” and “States and Markets in World Politics.” Topics are announced in the course schedule.

POL 220 American Democracy (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. May be cross-listed as CTI 290. It is recommended that students enrolling in this course be eligible to take Level-II CTI courses.

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 220.

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 220.

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 Comparing Governments and Political Dynamics (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 232 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. 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. May be cross-listed as ECO 330.

POL 234 Cyber Conflict (4 cr. hrs.)

This seminar investigates the analytical, technical, political, and ethical problems in using computer systems for attacks and conflicts by or involving governments. Students will study real-world cases and operational dynamics to develop understanding of technical capabilities in security, espionage, and conflicts with cyber instruments. The seminar also studies key arguments about creating new norms and ethical rules about cyber conflict.

POL 235: How Wars End: Civil Wars and International Responses (4 cr. hrs.)

Civil war is the dominant form of political violence in the contemporary world. Participants in this interactive seminar study the origins, dynamics, and termination of civil wars, as well as international interventions and post-conflict legacies. The course begins with an evaluation of the root causes of civil wars, before exploring the evolution of United Nations (UN) responses to armed conflicts in the 1990s and 2000s, and then analyzing foundations for sustainable peace, including peacekeeping, statebuilding,

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security and transitional justice, economics and development, democratization, and local peacebuilding. Participants in the seminar engage in a debate, a peace negotiation simulation, and prepare three sequential papers that, combined, link conflict causes, peacemaking, and peacebuilding analyses into a comprehensive country-level assessment report. The course has no prerequisites.

POL 236 Human Rights (4 cr. hrs.)

This seminar focuses on understanding crucial areas of human rights in global politics today. Topics may include responding to genocide, human trafficking, civilian rights in war, and religious freedom. May be cross-listed as CTI 297. It is recommended that students enrolling in this course be eligible to take Level-II CTI courses.

POL 238 War Ethics (4 cr. hrs.)

War may be the most ruthless realm of human conduct. It always involves human suffering and regularly involves great evil. It can also defend fundamental goods and rights. War can both elevate human action to many types of moral courage and twist humans into moral evil. This course introduces students to ethical arguments about war, especially the Just War tradition, critical perspectives on it, and debates about its usefulness in guiding leaders and citizens in wartime. Students will analyze and evaluate arguments, defending what they think can or cannot be justified. May be cross-listed with CTI 275. It is recommended that students enrolling in this course be eligible to take Level-II CTI courses.

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. May be 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. May be cross-listed as CTI 228. It is recommended that students enrolling in this course be eligible to take Level-II CTI courses.

POL 245 Seminar in American Jurisprudence (4 cr. hrs.)

This seminar course introduces students to the foundations of American jurisprudence; how the American system of law approaches the making of legal rules, and how American judges make decisions. After assimilating some background, the students will learn how to find, understand, use, and argue legal principles. These lessons are useful to understand both the present and future of the American judiciary and American law because the law in American society is rarely fixed in time. Recommended prerequisite: POL 220 or similar course.

POL 250 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 255 European Democracies (4 cr. hrs.)

This course is designed to enhance understanding of contemporary politics in Europe, from a comparative perspective. This course focuses on the major social, political, and economic dynamics shaping contemporary European politics. Discussions include origins of modern Europe and European integration, the major political and economic differences among European countries, and the four major actors in Europe: United Kingdom, France, Germany, and the European Union. Finally, the course explores contemporary topics in European politics that touch on the social, political, and economic factors: European integration, immigration, populism and politics, democratic decay, and the future of Europe.

POL 260 Perestroika: The End of the USSR (4 cr. hrs.)

This course examines how Mikhail Gorbachev changed the world, but not necessarily as he intended. It focuses on Gorbachev's valiant, yet unsuccessful, efforts to "reconstruct" and modernize communism in the USSR by launching a sweeping series of political, economic, social, and cultural reforms, that destroyed the Soviet Union, gave

Political Science *continued*

birth to 15 independent countries, ended the Cold War, but also raised new questions about the relationship between democracy and capitalism, and its effects on national identity, social order, political power, justice, culture, and daily life. May be cross-listed as HIS 260.

POL 279 AI and Society (4 cr. hrs.)

Artificial intelligence creates great promise and great peril. Autonomous and agentic systems will outperform and may displace humans in crucial areas of human action, ranging from medicine and business to government and national security. They will create capacity for good and for evil. Some of the founders of AI now argue that AI represents a fundamental threat even to human flourishing or survival. This course introduces students to analysis and debates about the nature, dynamics, and trajectory of AI, with a focus on personhood, employment, environment and energy, and/or international relations, as well as regulating AI. May be cross-listed as CTI 279. It is recommended that students enrolling in this course be eligible to take Level-II CTI courses.

POL 294 Urban Politics (4 cr. hrs.)

This course introduces students to the study of urban politics in the United States, beginning with the historical foundations that have shaped contemporary cities and the institutional arrangements that govern them. Students will analyze how policy is made in U.S. cities, who exercises power in urban decision-making, and which communities are most affected by public policy choices. We will examine the actors, institutions, and political forces that shape local governance, as well as the key policy challenges confronting American cities—from housing and homelessness to policing, infrastructure, and economic development. Throughout the course, students will critically evaluate competing solutions to these problems and consider the broader implications for democracy and justice. As we assess the current state and future trajectory of American cities, students will also engage their own community, applying course concepts to the lived realities of urban governance. May be cross-listed as CTI 294. It is recommended that students enrolling in this course be eligible to take Level-II CTI courses.

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. Recommended background: POL 220.

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. May be cross-listed as CTI 247. It is recommended that students enrolling in this course be eligible to take Level-II CTI courses.

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

Political Science *continued*

integrate the problems and topics that have informed their coursework in the program. 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

(1-6 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 faculty in political science 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 faculty in political science for specifics.
- The United Nations Semester of Drew University is available to students during the fall semester. See the faculty in political science 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.

PRE-COUNSELING

Jared Bartels, Associate Professor of Psychology

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 Pre-Medical 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.

PRE-MEDICAL STUDY

Tara Allen, Professor of Biology

Shane Price, Associate 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 Pre-Medical 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 Pre-Medical 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 Pre-Medical 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 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

Pre-Professional Programs of Study *continued*

information about their chosen career path, as well as alternatives. As a part of advising students, the Pre-Medical Advising Program also provides advice concerning letters of recommendation, conducts mock interviews, and assists with identifying experiential learning opportunities. Students are also encouraged to take BMS 211 "Preparing Medical Professions II" before they apply to professional school.

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.

Coordinated Programs in Medicine

Partners Program through KCU (Osteopathic)

William Jewell College, in cooperation with the Kansas City University (KCU), offers an early admission program in medicine leading to a Doctor of Osteopathic Medicine degree. 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 to meet the prerequisites for medical study while taking all courses needed to meet specific requirements for a degree from Jewell.

The Pre-Medical Advisory Committee, in cooperation with KCU, will select students each 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 24. 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 be required before matriculation to KCU, but the exam score will not be used in the admission decision and the exam does not have to be completed before being accepted to KCU. 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.

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 in ATSU/KCOM's entering class upon graduation from Jewell. Students will still be required to take the MCAT as part of the Still Scholars program. A minimum score will not be required to remain active in the program, but scores will be shared with ATSU-KCOM Program leadership.

William Jewell students may enroll in any major. Applications are available from the Pre-Medical Advisory Program at Jewell and must be submitted by August 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 Pre-Medical 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.

Pre-Professional Programs of Study *continued*

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 495.
- Earn a cumulative GPA of 3.5 or higher.
- Earn a GPA of 3.5 or higher for all biology, chemistry, physics, and math classes (BCPM GPA as calculated by AMCAS).
- Complete the pre-requisite courses in biochemistry, genetics, and cell biology with grades of B or better and a B– or higher in all science coursework.
- Provide a letter of support from an academic advisor or faculty member addressing professionalism.
- Submit the UMKC General Application for Admission and AMCAS Application.
- Submit to and pass a criminal background check.
- Submit the School of Medicine Technical Standards.

PRE-OCCUPATIONAL THERAPY

Tara Allen, Professor of Biology

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 psychology from William Jewell after successful completion of additional elective credit at Washington University and transfer of that credit to William Jewell. (A minimum of 120 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 psychology before leaving Jewell. (Any exceptions must be approved by the Registrar.) Students must complete a minimum of 16 hours of psychology through Jewell courses and must earn a minimum of 30 hours in residence at William Jewell.

The following courses (in which grades of B or better must be earned) satisfy the prerequisite requirements of Washington University:

PSY 101	Introduction to Psychology (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 and Lab (5)
or CHE 121	General Chemistry I and Lab (5)
	(as a prerequisite for BMS 250)
BMS 250	Human Physiology and Lab (5)

Other prerequisites:

- A minimum of 30 hours of OT-related experience or observation.
- A 3.25 cumulative GPA is required.
- Students must inform the 3-2 advisor 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 or see 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 Early Review Option

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 Rockhurst's Department of Occupational Therapy. To be considered eligible for the articulation agreement, students must meet the following criteria:

- Complete a bachelor's degree from William Jewell prior to desired summer of admission.
- 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.

Pre-Professional Programs of Study *continued*

- 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.
- Complete 16 observation hours in two different settings.

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 OTD 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 OTD 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.

Students are responsible for verifying program prerequisites, which are subject to change. The following courses may satisfy prerequisite requirements of Rockhurst University:

CTI 100	The Responsible Self (4)
CTI 102	Written Communication (4)
CTI 200	United States Pluralism (4)
MCM 200	Introduction to Speech Composition (4)
PSY 203	Abnormal Psychology (4)
PSY 205	Developmental Psychology: Childhood (2)
PSY 206	Adolescent and Adult Development (2)
PSY 320	Statistics for Psychology (4)
BMS 300	Bioethics (4)
or CTI 214	Bioethics, Ethical Traditions, and the Variety of Healthcare Choices (4)
PHY 111	College Physics I and Lab (5)
BIO 134	Biological Diversity and Lab (5)
BMS 243	Human Anatomy and Lab (5)
BMS 250	Human Physiology and Lab (5)

Rockhurst University Dual Degree (3+) Program

An articulation agreement with Rockhurst University permits select and qualified students the option to complete the requirements of a William Jewell College undergraduate degree with credit from Rockhurst and then to proceed to complete the requirements for a Doctor of

Occupational Therapy (OTD) degree from Rockhurst over a five-and-a-half year period, with the first three years of the program taking place at William Jewell and the last two and a half years taking place at Rockhurst University.

In this program, students begin the doctoral program at Rockhurst in what would otherwise have been their senior year at Jewell and to transfer those credits back to William Jewell to complete their undergraduate degree, while progressing on to earn their doctoral degree from Rockhurst.

Students must earn a minimum of 97 credits in their three years at Jewell, including required prerequisite courses for the doctoral program, and must meet admission criteria to the graduate program for the year of admission. Rockhurst admissions staff will review each student's application, and at their sole discretion, admit those students they believe meet requirements to the University and the doctoral program.

Students must declare their intent for the program to the William Jewell pre-professional Occupational Therapy advisor no later than September 1st of their junior year. Interviews for the doctoral program typically occur in November. Applications must be submitted by mid-October to be considered in the first round of offers and must include a recommendation from a Jewell advisor or faculty member.

Students will be allowed to participate in Commencement at Jewell upon completion of their first year of study at Rockhurst University, assuming all undergraduate degree requirements have been met. Students will not be allowed to progress beyond the first year of the doctoral program until they complete all requirements to earn a bachelor's degree.

Students are required to complete all prerequisite courses by the start of the program and with a grade of C or higher. A minimum cumulative natural science and prerequisite coursework GPA of 3.0 or higher is recommended. Students are responsible for verifying program prerequisites, which are subject to change. (Refer to the list of prerequisites shown above.)

PRE-PHYSICAL THERAPY

Tara Allen, Professor of Biology

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

Pre-Professional Programs of Study *continued*

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, 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, exercise science, health sciences, or psychology may be convenient.

Southwest Baptist University

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.

Rockhurst University Early Review Option

An articulation agreement to permit select and qualified William Jewell students to take advantage of an early review process for entry into the Doctor of Physical Therapy (DPT) degree offered by the Rockhurst Department of Physical Therapy.

To be considered eligible for the articulation agreement, students must meet the following criteria:

- Complete a bachelor's degree from William Jewell prior to the desired summer of admission.
- Achieve a minimum overall prerequisite and minimum science grade point average for all prerequisite and science courses needed for admission into the Rockhurst DPT program of at least 3.5.
- Complete the DPT admission application and all required materials through PTCAS no later than September 1 of the year preceding the desired summer of admission to the Rockhurst DPT program.
- Submit three favorable letters of recommendation as part of the PTCAS application.
- Complete all prerequisites and submit all grades to the PTCAS no later than December 25 of the year preceding the desired summer of admission to the Rockhurst DPG program to allow adequate time for PTCAS to verify transcripts.

- Interview with the Rockhurst Department of Physical Therapy before beginning the DPT program.

Applicants who meet the requirements listed above will have their applications reviewed by the Rockhurst Physical Therapy Admissions Committee. A maximum of two students from William Jewell who meet the criteria set forth above will be automatically accepted into the Rockhurst DPT Program. Students who do not meet the requirements listed above or have met the requirements but are not chosen among the two allotted slots, will be reviewed under the standard admissions process established by Rockhurst. Students will begin the Rockhurst DPT program upon successful completion of their William Jewell bachelor's degree.

Fulfilling the above requirements is required for being considered as a candidate for the Rockhurst DPT program. In addition, the student must demonstrate professional behaviors when interacting with faculty, staff, students, clients, and patients. These behaviors are important for success in the doctoral program and reflect the capacity to deliver a high standard of health service. We consider these behaviors to be as important as traditional academic standards in determining criteria for matriculation.

Students are responsible for verifying program prerequisites and GPA requirements, which are subject to change. The following courses may satisfy prerequisite requirements of Rockhurst University:

BIO 134	Biological Diversity and Lab (5)
BMS 243	Human Anatomy and Lab (5)
BMS 250	Human Physiology and Lab (5)
CHE 121	General Chemistry I and Lab (5)
CHE 122	General Chemistry II and Lab (5)
EXS 300	Exercise Physiology (3)
MCM 200	Introduction to Speech Composition (4)
PHY 111	College Physics I and Lab (5)
PHY 112	College Physics II and Lab (5)
PSY 320	Statistics for Psychological Science (4)

Clinical hour observations in two different physical therapy settings are strongly encouraged.

Rockhurst University Dual Degree (3+) Program

An articulation agreement with Rockhurst University permits select and qualified students the option to complete the requirements of a William Jewell College undergraduate degree with credit from Rockhurst and then to proceed to complete the requirements for a Doctor of Physical Therapy (DPT) degree from Rockhurst over a

Pre-Professional Programs of Study *continued*

five-and-a-half year period, with the first three years of the program taking place at William Jewell and the last two and a half years taking place at Rockhurst University.

In this program, students begin the doctoral program at Rockhurst in what would otherwise be their senior year and transfer those credits back to William Jewell to earn their undergraduate degree, while progressing on to earn their doctoral degree from Rockhurst. The last-30-hours-in-residence rule is waived for these students, who will receive elective credit for the work done in the first year at Rockhurst.

Students must earn a minimum of 94 credits in their three years at Jewell and meet admission criteria to the graduate program for the year of admission. Rockhurst admissions staff will review each student's application, and at their sole discretion, admit those students they believe meet requirements to the University and the doctoral program.

Students must declare their intent for the program to the William Jewell pre-professional physical therapy advisor no later than September 1 of their junior year. Interviews for the doctoral program typically occur in November. Applications must be submitted by mid-October to be considered in the first round of offers and must include a recommendation from a Jewell advisor or faculty member.

Students will be allowed to participate in commencement at Jewell upon completion of their first year of study at Rockhurst University, assuming all undergraduate degree requirements have been met. Students will not be allowed to progress beyond the first year of the doctoral program until they complete all requirements to earn a bachelor's degree.

Students are responsible for verifying program prerequisites and GPA requirements, which are subject to change. (Refer to the list of prerequisites shown above.)

PRE-SPEECH PATHOLOGY

Jared Bartels, Associate Professor of Psychology

Rockhurst University Early Review Option

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.

Rockhurst University Dual Degree (3+) Program

An articulation agreement with Rockhurst University permits select and qualified students the option to complete the requirements of a William Jewell College undergraduate degree with credit from Rockhurst and then to proceed to complete the requirements for a Master of Science in Communication Sciences and Disorders (CSD) degree from Rockhurst University in six years, with the first three years of the program taking place at William Jewell and the last three years taking place at Rockhurst University.

Pre-Professional Programs of Study *continued*

In this program, students begin the leveling program at Rockhurst in what would otherwise be their senior year at Jewell and transfer those credits back to William Jewell to earn their undergraduate degree, while progressing on to earn their Master of Science degree in Communication Sciences and Disorders from Rockhurst. The last-30-hours-in-residence rule is waived for these students, who will receive elective credit for the work done in the first year at Rockhurst.

Students must earn a minimum of 100 credits in their three years at Jewell and meet the admission criteria to the CSD Program for the year of admission, as stated on Rockhurst University's Program website and on the Centralized Application (CAS).

Rockhurst admissions staff will review each student's application, and at their sole discretion, admit those students they believe meet requirements to the University and the leveling program.

Students must declare their intent for the program to the William Jewell pre-professional Physical Therapy advisor no later than December 1 of their junior year.

Students will be allowed to participate in Commencement at Jewell upon completion of their first year of study at Rockhurst University, assuming all undergraduate degree requirements have been met. Students will not be allowed to progress beyond the first year of the doctoral program until they complete all requirements to earn a bachelor's degree.

Students are responsible for verifying program prerequisites and GPA requirements, which are subject to change.

PRE-VETERINARY MEDICINE

See Pre-Medical Study earlier in this section.

Psychology

Division Head, Behavioral and Natural Sciences: Professor Tara Allen

Associate Professor: Jared Bartels

Assistant Professor: Anderson Fitch

>> jewell.edu/psychology

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 program offers one major, which leads to a Bachelor of Arts (BA) degree. A maximum of 50 hours of psychology courses may be applied toward graduation requirements. A grade of C- or higher is required in each course in the major.

The Major PSYCHOLOGY

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

Because a number of psychology majors continue their education in graduate school, working toward masters' or doctoral degrees, the program strives to prepare students for the rigors of graduate study. The psychology curriculum strives to balance theoretical and practical dimensions by providing the opportunity for more specialized experiences through independent studies or internships.

Required Courses

PSY 101	Introduction to Psychological Science (4)
PSY 201	Scientific Inquiry and Critical Thinking (4)
PSY 320	Statistics for Psychological Science (4)
PSY 321	Research Methods for Psychological Science (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 and 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 three or more additional hours from any 200-level or higher psychology courses not used to meet the above requirements.

*Note: 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; psychology 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 201 Scientific Inquiry and Critical Thinking (4 cr. hrs.)

This course explores the philosophical foundations of contemporary psychological research and the characteristics of a scientific mindset, the process of conducting research and evaluating evidence, the communication of psychological research, and the cognitive biases and logical fallacies that hinder critical thinking. This course will provide students with foundational methodological and statistical reasoning skills utilized and further developed in upper-division psychology courses. Prerequisite: PSY 101.

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

Psychology *continued*

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.

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. Fall semester. Recommended prerequisite: PSY 101.

PSY 265 The Science and Practice

of Well-being (4 cr. hrs.)

Students will be introduced to the science and practice of well-being, including common misconceptions about what makes us happy. We will explore what scientists mean by well-being, including its measurements and assessments. Students will examine, discuss and interpret existing data, as well as engage in data collection for various components of well-being. They will read and discuss scientific literature on theories of well-being and research evidence on habits and behaviors that promote it. Students will develop personal plans and goals to enhance their own well-being. May be cross-listed as CTI 265. It is recommended that students enrolling in this course be eligible to take Level-II CTI courses.

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.

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 aphasiae 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.

Psychology *continued*

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.

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 psychology majors. Normally taken sophomore or junior year. This course includes an integrated laboratory/experiential learning component. May be 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 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 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.

Introduction – College of Graduate and Innovative Programs

Accreditation

William Jewell College is accredited by The Higher Learning Commission (hlcommission.org), and Education graduate programs are accredited by the Missouri Department of Elementary and Secondary 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 and Deputy Coordinators may be contacted as follows:

Title IX Coordinator

Email: titleix@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 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. (People have a legitimate educational interest if the information will be used in conjunction with the fulfillment of their 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 Student Privacy Policy 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

Introduction *continued*

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 Office of the Registrar 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.

Under Section 504 and the ADA/ADAAA, persons have a disability if they:

- have 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.
- have a record or history of such impairment; or
- are 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

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application process for students, faculty and staff is set forth in William Jewell's Policies and Guidelines for Individuals with Disabilities at 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:

Testing and Accessibility Administrator
Email: accessibilityservices@william.jewell.edu

State Authorization Reciprocity Agreements

The policies listed below apply only to students who reside outside of the State of Missouri and who take online courses through William Jewell College. The policies appear in Version 25.2 of the State Authorization Reciprocity Agreements (SARA) Policy Manual, published December 16, 2025. William Jewell College must comply with these policies as part of its membership in SARA.

Section 4. Consumer Protection

4.1 Applicability

Provisions of the SARA Policy Manual, including those for consumer protection and the resolution of complaints, apply to interstate Distance Education offered by participating SARA institutions to students in other SARA states. Only those complaints resulting from Distance Education courses, activities, and operations provided by SARA-participating institutions to students in other SARA states come under the coverage of SARA. Complaints about a SARA institution's in-state operations are to be resolved under the state's normal provisions, not those of SARA.

4.2 Role of Home State

SARA consumer protection provisions require the home state, through its SARA State Portal Entity, to investigate and resolve allegations of dishonest or fraudulent activity by the state's SARA-participating institutions, including the provision of false or misleading information.

4.3 Examples of Consumer Protection Issues

Examples of issues that may arise in regard to alleged fraudulent activity, violations of SARA policies or more general complaints about improper activities include, but are not limited to:

- Veracity of recruitment and marketing materials;
- Accuracy of job placement data;
- Accuracy of information about tuition, fees and financial aid;
- Complete and accurate admission requirements for courses and programs;
- Accuracy of information about the institution's accreditation and/or any programmatic/specialized accreditation held by the institution's programs;
- Accuracy of information about whether course work meets any relevant professional licensing requirements or the requirements of specialized accrediting agencies;
- Accuracy of information about whether the institution's course work will transfer to other institutions; and
- Operation of distance education programs consistent with practices expected by institutional accreditors (and, if applicable, programmatic/specialized accreditors) and/or the C-RAC Guidelines for Distance Education.

4.4 Responsibilities for Resolving Complaints

- Institutions operating under SARA policies shall provide their and SARA's complaint resolution policies and procedures to all students taking courses under SARA policies on the institution's website and in the institution's catalog or equivalent information provided either in print or electronically to students when they enroll.
- Initial responsibility for the investigation and resolution of complaints resides with the institution against which the complaint is made. Further consideration and resolution, if necessary, is the responsibility of the SARA State Portal Entity and other responsible agencies of the institution's home state (see Sections 2.5 and 4.5).
- The State Portal Entity is responsible for conducting the investigation and resolution of complaints that are not resolved at the institutional level. The SARA State Portal Entity may enlist the assistance of other responsible entities in the state in carrying out the work of complaint resolution.
- The State Portal Entity is ultimately responsible for ensuring that a valid complaint results in proper redress.
The SARA State Portal Entity may delegate responsibility to investigate and resolve such complaints to another government agency (e.g., a board of regents) or to a special body created to handle SARA complaints for a group of institutions, but must have and retain the function

Introduction *continued*

of hearing any appeals from decisions made by other agencies. The SARA State Portal Entity cannot merely have advisory powers; it must have the formal authority to provide final resolution of SARA-related complaints and ultimately to remove any institution, public or independent, from the state's list of SARA-eligible providers if that institution fails to abide by SARA policies.

- e. No SARA member state gives up its ability to investigate misrepresentation, fraud, or other illegal activity by institutions based in other states, including SARA-participating institutions.
- f. SARA member states retain the ability to use any of their general-purpose criminal or consumer protection laws against an institution that violates those laws. State oversight of distance education delivered by a SARA-participating institution to students in any SARA member state is centralized by SARA policy in the college's home state.
- g. Mandatory arbitration agreements do not pertain to SARA policy, and, as such, SARA participating institutions are not permitted to enforce these on students enrolled under SARA provisions. Disputes between students and institutions on SARA-related matters are to be resolved by the institution's SARA State Portal Entity following the SARA complaint process outlined in Section 4.5 or through other means. Institutions that utilize mandatory arbitration agreements for the resolution of non-SARA complaints or disputes shall provide a disclosure that such agreements must not be applied toward a complaint or dispute that falls within the scope of the SARA Policy Manual.

4.5 Process for Resolving Complaints

- a. Complaints against an institution operating under SARA policies go first through the institution's own procedures for resolution of grievances. Allegations of criminal offenses or alleged violations of a State's general-purpose laws may be made directly to the relevant state agencies.
- b. Complaints regarding student grades or student conduct violations are governed entirely by institutional policy and the laws of the SARA institution's home state.
- c. If the complainant is not satisfied with the outcome of the institution's complaint process, the resolution of the complaint (except for complaints about grades or student conduct violations) may be appealed, within two years of the incident about which the complaint is made, to the SARA Portal Entity in the home state of the institution or to the SARA Portal Entity of the state in which the student is located.
- d. The SARA State Portal Entity that receives the appeal shall notify the SARA Portal Entity of the institution's home state and provide to the student the contact information of the SARA State Portal Entity of the institution's home state. The resolution of the Complaint by the institution's home state SARA Portal Entity, through its SARA state complaint resolution process, will be final, except for complaints that fall under the provision "g" below.
- e. The SARA State Portal Entity of the institution's home state shall communicate its final resolution of a complaint appeal to the student and to the SARA State Portal Entity in the state where the student lived at the time of the incident leading to the complaint, if known.
- f. While final resolution of complaints (for purposes of adjudication of the complaint and enforcement of any resultant remedies or redress) resides in certain cases with institutions (complaints about grades or student conduct violations), or more generally with the relevant institution's home state SARA Portal Entity (all other complaints), the regional compact(s) administering SARA may consider a disputed complaint as a "case file" if concerns are raised against a SARA member state with regard to whether that state is abiding by SARA policies, as promulgated in the SARA Policy Manual. The regional compact may review such institutional concerns in determining whether a state under its SARA purview is abiding by SARA policies. Similarly, a complaint "case file" may also be reviewed by NC-SARA in considering whether a regional compact is ensuring that its SARA member states are abiding by the SARA policies required for their membership in SARA.
- g. SARA State Portal Entities shall report quarterly to NC-SARA the number and disposition of appealed complaints that are not resolved at the institutional level. NC-SARA shall make that information publicly available on its website. Such data will create transparency and can be used in determining whether a regional compact is ensuring that its SARA member states and those states' institutions are abiding by the policies required for state membership and institutional participation in SARA.
- g. Nothing in the SARA Policy Manual precludes a state from using its laws of general application to

Introduction *continued*

pursue action against an institution that violates those laws.

4.6 Oversight of Complaint Investigation

Investigation of a SARA-related complaint against an institution requires that a state board, agency, or entity outside the institution's immediate management be available to handle complaints that are not resolved within the institution. A system board responsible for more than one separately accredited institution may serve this role under SARA provisions. A board responsible for only one accredited institution, or which lacks enforcement authority over an institution, cannot serve as the SARA external oversight agency for such an institution. In such circumstances, the institution's home-state SARA State Portal Entity may serve that function.

4.7 Incorporation and Use of C-RAC Guidelines

Consumer protection within SARA, in addition to dealing with alleged fraudulent activity, also provides for the investigation and resolution of complaints that an institution is operating a course or program contrary to practices set forth in the C-RAC Guidelines in such a way that a student is harmed. (The Interregional Guidelines for the Evaluation of Distance Education [Online Learning] are referred to as "C-RAC Guidelines" in this document). C-RAC Guidelines adopted by the Council of Regional Accrediting Commissions are incorporated in the requirements of SARA as policies. States that join SARA need to base their oversight of SARA activity and their investigative actions on the following expectations. The president or chief academic officer of each institution participating in SARA (whether accredited by a "regional" or other recognized accreditor) shall attest that their institution meets and agrees to comply with the following C-RAC provisions.

- Online learning is appropriate to the institution's mission and purposes.
- The institution's plans for developing, sustaining, and, if appropriate, expanding online learning offerings are integrated into its regular planning and evaluation processes.
- Online learning is incorporated into the institution's systems of governance and academic oversight.
- Curricula for the institution's online learning offerings are coherent, cohesive and comparable in academic rigor to programs offered in traditional instructional formats.

- The institution evaluates the effectiveness of its online learning offerings, including the extent to which the online learning goals are achieved, and uses the results of its evaluations to enhance the attainment of the goals.
- Faculty responsible for delivering the online learning curricula and evaluating the students' success in achieving the online learning goals are appropriately qualified and effectively supported.
- The institution provides effective student and academic services to support students enrolled in online learning offerings.
- The institution provides sufficient resources to support and, if appropriate, expand its online learning offerings.
- The institution assures the integrity of its online offerings.

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 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. 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 following section describes primarily policies and procedures that are relevant to graduate students. Policies and procedures that are applicable to undergraduate students can be found in the earlier section of the catalog (under the College of Arts and Sciences).

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

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 members respect and protect the rights of their 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 address 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.

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 grade 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 attempted
I	= Incomplete
NR	= Not Reported by instructor
PR	= Progress (extended Incomplete)
W	= Dropped the course
WD	= Withdrew from the College
GW	= Grade Withheld for financial reasons (See the section below for an explanation.)

The grade point average (GPA) is computed on the basis of graded 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.

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)

Academic Policies *continued*

- 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. Grade point averages for undergraduate courses are calculated separately from those that result from graduate courses.

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, should 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 Vice President of Graduate Programs. An Incomplete grade whose deadline has been extended is changed to a PR (Progress) on the student's record. The student is then bound to complete work in the course by the new deadline that is specified in the form used by the instructor to request an extension.

A student who receives a grade of 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.

Graduate students who repeat a course at William Jewell for which the original grade is below the standard for the program, and who do not earn a grade that meets the program's standard 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 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.

Academic Policies *continued*

In order to ensure that the transcript is updated properly, students should submit a Repeat of Course form to the Office of the Registrar when repeating a course unless the description of the course indicates that it can be counted more than once toward graduation.

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 Vice President of Graduate Programs that the grade is unfair and includes any supporting evidence. The Vice President forwards a copy of that statement to the instructor and asks for a response, also in writing. Once the Vice President 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. Faculty members who wish to change a grade (besides an Incomplete) on their own initiative have a maximum of six weeks after the posting of a grade to ask for the grade to be changed.

Transcript Release and Grade Withheld (GW) Policy

This policy outlines the College's practices regarding the release of academic transcripts and the use of the Grade Withheld (GW) notation for students with unpaid account balances. The College does not withhold transcripts under any circumstances. The use of the GW notation complies with federal Title IV regulations (34 CFR 668.14[b][33]– [34]) and is consistent with Missouri law.

The College will release official and unofficial transcripts for all students regardless of outstanding financial balances or account holds. Transcript requests are fulfilled even when a student has unpaid charges for current or prior terms. If a student's grades for a term are withheld due to an unpaid balance, the transcript will display the GW (Grade Withheld) notation for all affected courses until the issue is resolved.

In accordance with federal regulation effective July 1, 2024:

1. **Satisfied Charges**
Students who received Title IV federal aid and have satisfied all institutional charges for the applicable payment period will have all earned grades posted to the transcript for that term.
2. **Unpaid Balances**
Students who received Title IV federal aid but have an unpaid balance for the applicable payment period will have their transcript released; however, the transcript may display the GW notation in place of grades for that term until the balance is resolved.
3. **Institutional Error**
Transcripts will not display GW notations when a balance results from institutional error, misapplication of aid, or other College administrative mistakes.

The GW notation is applied to all courses in a term when a student has an unpaid balance. GW indicates that:

- Coursework is complete, but final grades are not released.
- GW carries no grade points and does not impact GPA.
- GW does not count toward degree requirements, academic progress, or eligibility calculations.
- GW remains in place until the balance is paid in full or an approved payment plan is established and maintained.

Students will receive notice when a GW notation is applied, along with instructions for resolving the balance.

Once the outstanding balance is resolved, the GW notation will be replaced with the final, earned grade as submitted by the instructor. Updated transcripts may then be requested.

Academic Policies *continued*

Students may appeal the application of the GW notation by submitting a written request to the Office of Student Financial Services. Appeals related to billing errors or extraordinary personal circumstances will be reviewed within ten business days.

Credit by Examination

Credit may be granted through disciplinary examinations. The actual awarding of academic credit is at the discretion of the individual divisions. For associated fees, see the Summary of Charges in the Financial Cost Information section of the catalog.

Graduate Certificate Programs

William Jewell offers graduate certificate programs to provide students with focused opportunities for advanced learning in areas of specialized interest, market demand, or emerging need.

A graduate certificate is a post-baccalaureate credential awarded by the College upon satisfactory completion of a coherent program of study that is narrower in scope than a graduate degree. Certificate programs include a minimum of 8 hours and typically range up to 18 hours.

All applicants to graduate certificate programs must hold a bachelor's degree from a properly accredited institution. Individual programs may establish additional admission requirements that are appropriate for the field of study.

A grade of B– or better is required in each course applied toward the certificate, with a minimum GPA of 3.0 for the entire graduate certificate. Courses used toward one graduate certificate cannot also be applied toward a different certificate.

Transfer credits applied toward a graduate certificate must have been completed within the past five years with a grade of B– or better, must be substantially equivalent to courses offered within the certificate program, and must not have been applied toward another completed degree or certificate. A maximum of one-third of the credits toward a graduate certificate can be accepted in transfer.

Certificate programs must be completed within three years of initial enrollment, except in cases with documented extenuating circumstances.

All completed graduate certificates are formally recorded on a student's transcript. Graduate certificates can be pursued independently or as a part of a stackable pathway toward a master's degree. Certificates are never required for graduation from a master's degree program.

Assessment of Prior Learning

Prior Learning Assessment (PLA) is a process for assessing learning gained outside a traditional academic environment. This policy establishes the criteria for evaluating and awarding academic credit for prior learning experiences toward the fulfillment of degree requirements at William Jewell College.

Eligibility Criteria

- **Relevant Work Experience:** Students must demonstrate significant professional experience directly related to core areas of study in their undergraduate program.
- **Length of Experience:** A minimum of three years of relevant work experience is required to be considered for prior learning credit.
- **Demonstration of Competency:** Students must provide evidence that their prior learning meets the learning outcomes of the relevant undergraduate courses or competencies of academic programs.
- **Documentation of Experience:** Students must submit detailed documentation, which may include:
 - job descriptions and roles held;
 - project summaries or case studies demonstrating applied knowledge;
 - letters of reference or verification from supervisors, clients, or colleagues attesting to specific competencies;
 - professional certifications, licenses, or completed industry-recognized training programs;
 - professional portfolios or work samples;
 - military training records and service documentation; and
 - evidence of volunteer work or community service relevant to academic disciplines.

Maximum Credit Awarded

A maximum of 25% of the credit hours required for the degree may be awarded for prior learning experience. Specific programs may have a more restrictive policy. Credits awarded for prior learning cannot overlap with

Academic Policies *continued*

any previously earned academic credits and will be recorded on the transcript with a grade of CR.

William Jewell will not accept credit in transfer that is based on another institution's assessment of prior learning outside a traditional academic environment.

Evaluation Process

- **Timeline:** Students seeking credit for prior learning must submit the application within one year of enrollment at William Jewell College.
- **Portfolio Submission:** Students seeking credit for prior learning must submit a comprehensive portfolio outlining their experience and how it demonstrates mastery of specific competencies.
- **Alternative Assessment Methods:** In addition to portfolios, other methods of assessment may be accepted, such as:
 - challenge examinations
 - standardized proficiency tests
 - skills demonstrations
 - third-party documentation of competencies
 - simulation exercises
 - performance assessments
- **Evaluation by Faculty:** Faculty who have completed appropriate PLA training will be responsible for reviewing submissions and determining the number of credits earned. If disciplinary or other specific experience is needed to accurately evaluate the submission, the evaluator will consult with appropriate Jewell faculty or staff for input. Students may be required to complete additional assessments, such as exams, presentations, or interviews to verify their level of competence.
- **Decision and Notification:** Students will normally receive written notification of the faculty review decision within 30 days of submitting the portfolio. Credits will only be awarded for those competencies where the student has demonstrated knowledge equivalent to that obtained in the courses for which credit is sought.

Additional Approval Pathways

- **Industry Certification Crosswalks:** The College maintains pre-approved lists of industry certifications that automatically qualify for specific course credits.
- **Prior Learning Assessment Committee:** For complex cases or interdisciplinary prior learning, a dedicated committee consisting of faculty from multiple disciplines may evaluate the application.

- **Disciplinary Challenge Exams:** Academic divisions may develop and administer challenge examinations for specific courses, allowing students to demonstrate competence through testing.
- **Credit for Military Training:** Veterans and active military personnel may receive credit for military training and experience based in part on recommendations from the American Council on Education (ACE).
- **Credit for Professional Development:** Some professional development programs offered by employers or professional organizations may qualify for credit if they meet college-level learning standards.
- **Experiential Learning Portfolios:** Students may develop portfolios specifically addressing experiential learning outcomes that align with specific course objectives.

Appeal Process

If a student disagrees with the evaluation decision, they may appeal by submitting a written request for reconsideration to the Vice President of Graduate Programs within 14 days of receiving notification. The Vice President will convene a review committee of faculty members not involved in the initial evaluation to assess the appeal. The decision of the review committee is final and normally will be communicated to the student within 21 days of receiving the appeal.

Fees and Costs

A non-refundable evaluation fee will be charged for the assessment of prior learning portfolios. Additional fees may apply for challenge examinations or other specialized assessments. (For associated fees, see the Summary of Charges in the Financial Cost Information section of the catalog.) Evaluations can be completed prior to enrollment at William Jewell College; however, credit will not be awarded until the student is enrolled at Jewell.

Quality Assurance

The College will regularly review and assess the Prior Learning Experience policy to ensure alignment with best practices in higher education. Assessment methods will be evaluated for validity, reliability and fairness every three years. Faculty evaluators will receive training on prior learning assessment standards and methods.

Academic Policies *continued***Progress Toward Graduation**

The enrollment of all graduate students is continued at the discretion of the directors of their graduate programs and the Vice President, consistent with the policies and practices of the individual graduate programs. Students must make acceptable progress in meeting programmatic requirements, must demonstrate the ability to succeed in their course of studies or research and must attain performance minima specified by the graduate program in all courses; otherwise, their 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 under which a student is said to be making 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. When a student is placed on probation, the Vice President of Graduate Programs 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 students on probation will not be made until after they have completed at least 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. Students who have 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 their 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 Vice President of Graduate Programs. The student may appeal the dismissal to the Academic Standards Committee. Appeals must be submitted in writing to the Office of the Vice President by the date specified in the notification letter sent to the student. The Vice President 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.

Students who have failed to complete all requirements by the prescribed deadline may petition their 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 Vice President in writing of its decision. The Vice President will confirm this decision in writing to the student.

Students who have failed to complete all requirements for the degree following the granting of an initial time extension by their graduate program, but who wish 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 Vice President 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 Vice President's decision will be communicated in writing to the petitioner and a copy will be sent to the student's graduate program.

Administrative Withdrawal for Inactivity

William Jewell College expects students to engage regularly in required academic activities. Students who fail to demonstrate academic participation in one or more courses may be subject to administrative withdrawal.

Inactivity is defined as a sustained lack of academic engagement, which may include failure to submit required coursework, failure to participate in required instructional activities, or failure to respond to instructor or institutional communications. Inactivity is evaluated in context, taking into account course modality and instructional design.

When sustained non-engagement is identified, the College may initiate outreach and academic support efforts. If a student does not re-engage and does not complete the official withdrawal process, the College may administratively withdraw the student from the course(s) or from the College, as appropriate.

The effective date of withdrawal for academic and financial aid purposes will be determined in accordance with institutional attendance and withdrawal policies and applicable federal Title IV regulations, using the student's last documented date of academic participation when required.

Administrative withdrawal may affect tuition and fee charges, financial aid eligibility, satisfactory academic progress, and academic standing. Students will be notified of any administrative withdrawal and its implications.

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 graduate program by earning credit at William Jewell. 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 Vice President of Graduate Programs.

Application Procedures

A leave of absence 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 Vice President 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 Vice President. The faculty advisor, program director, and/or Vice President 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 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 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

Academic Policies *continued*

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 Office of Budget and Finance 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.

Military Leave of Absence

In recognition of the effects of being called to military service, the College allows service members to receive a military leave of absence which shall extend the length of their active-duty order plus 12 months. Service members seeking a military leave of absence will complete the standard application procedure through the Vice President and provide a copy of their active-duty orders.

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 term 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.

Eligibility for Registration

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

- 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.
- All students have an advising restriction prohibiting registration until cleared by the academic advisor. A meeting with the advisor is recommended at least once per semester.
- 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 term 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 students do not register, they 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.

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

Academic Policies *continued*

student who is enrolled for 3-5 hours is considered to be enrolled half-time.

Graduate students may not exceed 12 credit hours per term without approval from the Vice President for Graduate Programs.

Definition of the Credit Hour

William Jewell's traditional academic year is divided into two semesters, fall and spring, of approximately 15 weeks each. The summer term is divided into 4- and 8-week courses. Some accelerated courses are housed within each term.

Courses in the program that leads to a Master of Business Administration degree are on a different schedule as outlined in the section describing that program.

The semester credit hour is the basic unit of academic credit at William Jewell. The semester credit hour for a course delivered in a face-to-face manner is defined at Jewell as 50 minutes of direct faculty classroom instruction per week for 15 weeks, plus an expectation of two hours of student preparation outside of the classroom each week per credit hour. A regular semester, 4-credit course therefore should generally be based on the expectation of approximately 50 hours of classroom instruction and 120 hours of student preparation.

The measure of instructional contact time may be adjusted to reflect different formats of study or lengths of academic sessions. 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.

Courses that do not meet the expected face-to-face time (for example, hybrid or online courses), will be considered to meet the credit hour standard if they generally cover the same material in the same depth as a face-to-face version of the same course. In the absence of a comparable face-to-face course, divisions will need to document the intended learning outcomes and evidence of student achievement in their assessment and program review processes.

These adjustments are reflective of the intended student outcomes and established equivalencies of

the credit hour set by William Jewell College and reasonably reflect the requirements established by the Department of Education Program Integrity Regulations and accreditation expectations set by the Higher Learning Commission.

The syllabus of each course, each time it is offered, will provide information on the academic credit for the course.

Assignment of credit hours for courses and other activities will occur during the course approval process, supervised by the Graduate Curriculum Committee and leading to Faculty approval. The Vice President of Graduate Programs, the Registrar, and the Program Review Committee during multi-year assessment will monitor all academic programs for adherence to the definition of the credit hour.

Credit Required for Academic Programs

Master of Science in Education	30 hours
Master of Arts in Teaching	30 hours
Master of Business Administration	36 hours
Professional Sports Media Certificate (Undergraduate)	9 hours
Certificate in Human Intelligence for Educators (Graduate)	8 hours
Graduate Certificate in Curriculum and Instruction	15 hours

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 the College's learning management system, including the syllabus and some course materials and activities. Grades may be posted on the College's learning management system.

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 the College's learning management system, including the syllabus and many course materials and activities. Grades may be posted on the College's learning management system.

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 the College's learning management system, including the syllabus and many course materials and activities. Grades may be posted on the College's learning management system.

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 the College's learning management system, including the syllabus and all course materials and activities. Grades shall be posted on the College's learning management system.

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 the College's learning management system, including the syllabus and many course materials and activities. Grades shall be posted on the College's learning management system.

Regular and Substantive Interaction (RSI) Policy

William Jewell College ensures that all distance education courses include meaningful, regular, and substantive interaction (RSI) between students and qualified instructional personnel, consistent with 34 CFR §600.2 and applicable Title IV regulations. This policy also establishes a framework for monitoring student engagement and determining administrative withdrawal when necessary.

Definitions

Regular and substantive interaction refers to academic engagement that

- is initiated by the instructor,
- occurs on a predictable schedule appropriate to the course design, and
- directly supports student learning and achievement of course outcomes.

Substantive interaction may include at least two of the following activities:

- providing direct instruction;
- assessing or providing feedback on coursework;
- responding to questions about course content or competencies;
- facilitating content-related discussions or group activities;
- engaging in other instructional activities approved by the College or its accreditor.

Instructors' Responsibilities

Faculty teaching online courses are expected to

- design courses that include predictable instructor-initiated academic engagement;
- provide timely feedback and support to students;
- monitor student participation and document evidence of RSI; and
- initiate outreach to students who demonstrate sustained non-engagement, consistent with course modality, instructional design, and institutional procedures.

Note: "Sustained non-engagement" is defined in internal procedures and may vary based on course length, format, or modality.

Students' Responsibilities

Students are expected to

- participate actively in scheduled learning activities and instructor-initiated interactions;
- complete assignments by stated deadlines;
- respond to instructor communications regarding course progress; and
- maintain academic engagement sufficient to demonstrate academic participation.

Review and Oversight

The Office of Academic Affairs, in collaboration with the Office of Teaching and Learning Technologies, will periodically review courses and practices to ensure compliance with RSI requirements and provide training or guidance as needed.

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,

Academic Policies *continued*

occur as early as the first day of the course). The permission of the Vice President of Graduate Programs 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 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 consent of the instructor is not required and the class is not closed.

Dropping Courses

An add/drop form, available online, must gain the approval of the academic advisor and of the course's instructor, before a student can drop a course. If a student stops attending a class but does not submit a properly completed form in a timely manner, the instructor must submit an appropriate grade (i.e., not a W) at the end of the course.

Full-semester courses

- Students may drop a course with no record on the transcript through the 10th class day; thereafter,
- Students may drop a course and receive a grade of W through the 55th class day, unless the instructor has specified an earlier deadline in the syllabus.

Seven-week fall or spring courses

- Students may drop a course with no record on the transcript through the 5th class day; thereafter,
- Students may drop a course and receive a grade of W through the 28th class day, unless the instructor has specified an earlier deadline in the syllabus.

Eight-week summer courses

- Students may drop a course with no record on the transcript through the 6th class day; thereafter,
- Students may drop a course and receive a grade of W through the 32nd class day, unless the instructor has specified an earlier deadline in the syllabus.

Four-week summer courses

- Students may drop a course with no record on the transcript through the 3rd class day; thereafter,
- Students may drop a course and receive a grade of W through the 16th class day, unless the instructor has specified an earlier deadline in the syllabus.

Courses meeting on schedules that don't follow one of the above patterns will have deadlines adjusted according to the length of the course.

The online drop form is not fully processed 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.

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 Financial Aid Information) and take note of the implications therein.

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 director 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

Academic Policies *continued*

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 normally expect to follow the requirements in effect on the date of re-entry unless an official leave of absence was granted by the College.

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 should submit an Application for Graduation no later than their next-to-last term at the College.
- Acceptance of an Application for Graduation 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 degree since the previous year's Commencement ceremony and who were not invited to the previous year's ceremony,
- those who are on track for finishing the requirements for a graduate degree during the spring semester and who have applied for graduation in the spring, and
- those who will be within 9 hours of finishing the requirements for a graduate degree by end of the spring semester and who have applied for graduation during the summer.

Eligible students who choose not 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 normally awarded at the Commencement exercises, since degree checks and graduation processes must be completed after the ceremony.

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).

Entrepreneurial Master of Business Administration

For students beginning the MBA program in 2026-27, the cost of the entire program is \$32,800. The cost for each of the four terms is \$8,200.

Master of Science in Education – Curriculum and Instruction or Graduate Certificate in Education – Curriculum and Instruction

Tuition is charged for each individual course at a rate of \$440 per credit hour during the 2026-27 academic year.

Master of Science in Education – Transformative Teaching and Learning

Tuition is charged for each individual course at a rate of \$493 per credit hour during the 2026-27 academic year.

Master of Arts in Teaching

Tuition is charged for each individual course at a rate of \$534 per credit hour during the 2026-27 academic year. This rate applies to all courses in the program, whether at the graduate level or undergraduate level.

Note that there are additional fees (e.g., parking fee and technology fee) charged each term. Refer to the College's website for more information.

Payment Policies/Procedures

All charges for undergraduates' tuition, fees, food, and housing are due and payable seven (7) days prior the first day of class each term. Billing statements will be generated by the 10th of each month for any outstanding balance due for any term.

Students with a current and on-time account will be eligible to register for courses in subsequent terms.

To be considered current and on-time, a student must have:

- a student account balance of less than five hundred dollars (\$500), or
- a Student Financial Services installment plan with all scheduled payments to-date submitted

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 term, as detailed in the agreement. Late fees may incur monthly for delinquent accounts.

The College will only issue transcripts with grades for terms for which there is a zero dollar (\$0) balance due 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 students who are unable to inspect their 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 Chapter 31 or Chapter 33 VA education benefits' recipients borrow additional funds to cover their inability to meet their financial obligations to the institution, due to the delayed disbursement of a payment by the U.S. Department of Veterans Affairs.

Refund Policies

Fall and Spring Term

If a student withdraws from a full-term 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.

Financial Cost Information *continued*

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 Student Financial Services for information about refund policies for courses meeting on other schedules.

Entrepreneurial MBA Program

The Entrepreneurial Master of Business Administration program at William Jewell is cohort based, offering an 18-month curricular path to the MBA degree. 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.

Each cohort is billed in four terms, which do not correspond to the fall/spring/summer terms for other academic programs. Students who withdraw from the program

- 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.

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 they 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 term and maintain satisfactory academic progress (SAP). Some limitations may apply.

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 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 Student Financial Services Office.

Reimbursement: Students attending under employer reimbursement are required to follow the standard payment policy and then receive reimbursement following guidelines established by their employer.

Under either form of employer 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 students do not attend all their 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 term 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 term/payment period has ended. Title IV programs affected by this provision are Federal

Financial Aid Information *continued*

Unsubsidized Direct Loans and Federal Grad PLUS Loans.

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 term by total days in the term. 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 term, 100% of the aid is earned for the term and an immediate repayment obligation is not incurred. If the student completes 60% or less of the term, 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 Office of Budget and Finance 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 Office of Student Financial Services 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 Office of Budget and Finance.

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 term. 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 term 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

Financial Aid Information *continued*

the maximum timeframe. The pace is calculated by dividing cumulative hours successfully completed by cumulative hours attempted.

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.

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 Student Financial Services Appeals Committee.

Appeals must be submitted in writing to the Director of Student Financial Services at least two weeks prior to the beginning of the term 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 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. Decisions of the Student Financial Services Appeals Committee are considered final unless new information is provided.

Programs of Study

Business and Leadership

Division Head, Business, Communication, and Education: Professor Christopher McCullick

Professor: Yuriy Bots

>> jewell.edu/emba

Professional Sports Media Certificate (undergraduate)

The Professional Sports Media certificate provides students with comprehensive training in sports media production, broadcasting, and business operations. This three-course sequence combines foundational skills with specialized career tracks and hands-on professional experience, preparing students for entry-level positions in the growing sports media industry.

Required Courses

SMT 100	Foundations of Sports Media (3)
SMT 120	Sports Production and Technical Operations (3)
or SMT 125	Sports Marketing and Business Operations (3)
SMT 281	Sports Media Applied Internship (3)

Course Descriptions

Refer to the earlier section of the catalog (under Business) that includes all SMT courses.

Entrepreneurial Master of Business Administration

Admission Requirements

To be considered for admission to the Entrepreneurial MBA program at William Jewell College, applicants must provide appropriate documentation of meeting the following requirements:

- A completed application for admission.
- An official transcript from a properly-accredited college or university showing the awarding of a bachelor's degree, with a minimum GPA of 2.25 based on a 4.0 scale.

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.

All transcripts from outside the U.S. must be officially translated and evaluated on a course-by-course basis with a GPA calculated based on a 4.0 scale evaluated by a member of The National Association of Credential Evaluation Services (naces.org) or a member of The Association of International Credential Evaluators (<https://aice-eval.org>), with results to be forwarded directly to William Jewell College. The Evaluation Company (TEC), formerly SpanTran, is one of our recommended international transcript evaluation services for William Jewell College that will make sure students select the right kind of evaluation at a discounted rate. Students will be limited to one semester's enrollment until all official transcripts have been received.

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.

Transferring Credit to the Program

Applicants can request to have a maximum of 9 credits of graduate-level course work in business from another institution transferred into the program by first arranging to have an official transcript sent to the MBA Program Coordinator. If the transfer coursework is deemed by the Business faculty to be equivalent to required work in the program, then the credit will be forwarded to the Registrar for approval. No more than 9 credits of transfer credit can apply toward the MBA degree from William Jewell. No credit toward the degree will be awarded for transferred courses with a grade below B.

Requirements for Re-admission to the Program

Continuous enrollment is expected in the MBA 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 term 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 MBA program. This process is begun by completing the Application for Admission. Re-admission to the program is required before the student can enroll in any additional courses.

Restrictions on Enrollment

Students who have been admitted as undergraduates to William Jewell College and who have completed

Graduate Programs in Business and Leadership *continued*

90 credit hours of undergraduate work are permitted to enroll in the MBA 501 and MBA 502 courses as part of their undergraduate curriculum (and to apply the credit from these courses toward their bachelor's degree from William Jewell). If these students are subsequently admitted to the Entrepreneurial MBA program, the credits from these two courses will also be counted toward their MBA degree.

Program of Study

Coursework for the MBA degree will normally be completed over an 18-month period.

A term or "semester" in the MBA program will be 18 weeks in length, with students expected to be enrolled in three courses during each term. Breaks between terms will be one week. New cohorts will begin the program every 4-5 weeks. Thus, the MBA program will follow a calendar that is different from that of other academic programs at William Jewell, and policies that are normally tied to traditional academic terms may have to be modified for the MBA program.

Courses in the MBA program will be fully online. Each course will be scheduled to last six weeks.

If a course is dropped during the first seven days after the beginning of the course, no record will appear on the student's transcript. After that first week, a grade of W will appear on the transcript and hours from a dropped course will be included in the total of attempted hours for the term. (Grades of W will not affect the GPA.)

Program Goals

To enable students to launch meaningful businesses through acquisition of knowledge, mentorship, and ethical framing.

Each student will develop an entrepreneurial plan in conjunction with a mentor, who will serve as an academic support partner. Development of the student's project is coupled with courses that provide foundational business concepts.

Goals for Student Learning

Graduates with an MBA will

- understand the models and tools that underpin the development of high-potential business ideas;
- gain a strong foundational understanding of the functions of business and their interrelatedness; and

- apply learning from across the functional areas of business to a Capstone project to validate and scale a business concept.

Required Courses

MBA 501	Entrepreneurial Foundations (4)
MBA 502	Customer Centricity (4)
MBA 503	Entrepreneurial Marketing (4)
MBA 504	Market Experimentation (4)
MBA 505	Product Market Fit (3)
MBA 506	Product Experimentation (3)
MBA 507	Capstone: Build Your Solution (3)
MBA 508	Innovative Launch (3)
MBA 509	Growth Strategy (3)
MBA 520	Building Capacity through People, Operations, and Technology (2)
MBA 521	Entrepreneurial Finance and Funding (2)
MBA 522	Own the Future: Vision, Strategy, and Storytelling (1)

Satisfactory completion of the above 36 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 MBA.

Acceptable progress

The following criteria are used to determine whether a student in the MBA program is making acceptable progress:

- A grade of B- or higher in every course completed
- Consistent enrollment in required coursework
- Regular participation in and timely submission of course work for all courses

If a student is not meeting the above criteria, the student will be counseled and may be asked to leave the program.

Course Descriptions

MBA 501 Entrepreneurial Foundations (4 cr. hrs.)

This comprehensive course on Entrepreneurial Foundations helps to introduce students to the entrepreneurial process and to develop an entrepreneurial mindset. The course is designed to equip aspiring entrepreneurs with the essential skills, knowledge and mindset needed to identify customer pain-points from a structured process of customer discovery.

MBA 502 Customer Centricity (4 cr. hrs.)

This course is designed to guide students through the crucial stages of validation and falsification of the foundational assumptions of the emerging business

Graduate Programs in Business and Leadership *continued*

idea. Participants will continue to test and expose their ideas with potential customers through an ongoing process of field-based interview-led research. Through the lens of their own entrepreneurial endeavor, students will gain the essential skills and knowledge required to initiate and manage their projects effectively.

MBA 503 Entrepreneurial Marketing (4 cr. hrs.)

Entrepreneurial Marketing is where innovation meets strategic communication. This course encourages entrepreneurs to test their idea early-on with real customers, making simulated buying decisions. Explore up-to-the-minute AI-based technologies to build and iterate a landing page, develop trust and credibility markers, and explore a wide range of digital and traditional marketing channels.

MBA 504 Market Experimentation (4 cr. hrs.)

This course is designed to guide students through a rapid phase of real-work experimentation as they work to build early proof that their business idea has found “traction.” Students will explore a wide range of modern digital marketing channels, select their critical growth metrics and run weekly experiments to drive traffic to their landing page. Participants will discuss their latest hypotheses and their results with peers and mentors as part of a weekly accountability cycle, which will prove the viability of demand.

MBA 505 Product Market Fit (3 cr. hrs.)

This course supports students to drive their products on towards meeting the specific needs of users in order to achieve product market fit. Students will be guided through a range of frameworks to consider how to identify and address underserved, important user needs, across both digital and physical product tracks. Participants will then be guided towards defining a North Star metric in relation to the development and iteration of their Minimal Viable Product (MVP).

MBA 506 Product Experimentation (3 cr. hrs.)

This course is designed to guide students through a rapid phase of real-work experimentation as they build out a minimal first version of their product (MVP), beginning their journey towards product market fit. Students will explore a wide range of product development options, select their critical growth metrics and run weekly experiments to drive improvements into their product and wider experience. Participants will discuss their latest hypotheses and

their results with peers and mentors as part of a weekly accountability cycle.

MBA 507 Capstone -- Build Your Solution (3 cr. hrs.)

The Capstone Project provides students with the opportunity to apply learning from across each area of the MBA program to achieve substantial progress in their efforts to validate and scale their business. The Capstone Project is designed to help with the initial framing of the final project, research on the idea, feasibility analysis, and feedback sessions that promote iterations. The founder will begin to develop their pitch deck, create hypotheses that will be tested and validated.

MBA 508 Innovative Launch (3 cr. hrs.)

This course is designed to provide students with a comprehensive understanding of the frameworks and principles underpinning the world’s most innovative companies. Explore the innovator’s dilemma facing market-leading companies, and develop the mindset and models needed to earn product market fit. In addition, participants will consider how new and disruptive technologies are changing the face of the traditional business operations “stack,” and develop a playbook for non-technical founders to lead the technical areas of their entrepreneurial operation.

MBA 509 Growth Strategy (3 cr. hrs.)

This course is designed to immerse students in entrepreneurial strategic management, emphasizing the critical role of strategic decision-making in the success of ventures. Students will develop the skills and knowledge necessary to leverage well-defined strategy and different models of leadership to navigate uncertainties, capitalize on opportunities, and lead entrepreneurial ventures to sustainable growth. Participants will then discover techniques and frameworks for making evidence-based decisions, before focusing more intently on the development of a marketing strategy.

MBA 520 Building Capacity through People, Operations and Technology (2 cr. hrs.)

This course is tailored to prepare students to design the organization they want their start-up to become. Participants will explore the unique challenges and opportunities associated with building and managing a dynamic team in a startup environment. Students will develop the knowledge and skills necessary to attract, develop, and retain a high-performing team

Graduate Programs in Business and Leadership *continued*

in line with the deliberate culture, values and ethical standpoints that are unique to the entrepreneurial venture.

MBA 521 Entrepreneurial Finance and Funding (2 cr. hrs.)

This course is designed to provide students with a comprehensive understanding of entrepreneurial finance, focusing on the key aspects of budgeting, financial modeling, and early-stage funding mechanisms. Participants will explore the financial challenges and opportunities inherent in entrepreneurial ventures, gaining practical skills and knowledge to make informed financial decisions. Through case studies and real-world applications, students will develop the financial acumen necessary to optimize the success of their entrepreneurial endeavors.

MBA 522 Own the Future: Vision, Strategy, and Storytelling (1 cr. hr.)

The Capstone Project provides students with the opportunity to apply learning from across each area of the MBA program to achieve substantial progress in their efforts to validate and scale their business. The Capstone Project culminates in the presentation of an individual “pitch deck” to peers, faculty mentors and representatives from the investor community. The founder pitch deck will provide a comprehensive narrative of the founders' journey covering key progress milestones and validated learning around their original set of hypotheses. Board meetings will provide the opportunity for the founder to play the role of an executive — presenting key data to the Board, and the non-executive — offering challenge and support to other executive founders.

Education

Head of the Division of Business, Communication, and Education: Professor Christopher McCullick

Program Director: Associate Professor Michael Stoll
 Professor: Jeanine Hastings
 Assistant Professor of Practice: Allison Lassiter
 Adjunct Instructors: Samuel Levine, Ilana Nankin,
 Kelli Sammis

>> jewell.edu/MSEd-Curriculum-Instruction
 >> jewell.edu/MSEd-Transformative-Teaching-Learning
 >> jewell.edu/MA-Teaching

Master of Science in Education in Curriculum and Instruction

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 jewell.edu/apply.
- An official transcript from a properly-accredited college or university showing the awarding of a bachelor's degree, with a minimum of a 2.5 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.

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 in Curriculum and Instruction. 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 students desire to change their program selection (from M.S.Ed. to certificate or vice versa) after admission, they 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

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 term 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 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

Graduate Programs in Education *continued*

of the National Association of Credential Evaluation Services (naces.org) or a member of The Association of International Credential Evaluators (aice-eval.org), with results to be forwarded directly to William Jewell.

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 permission; however, hours earned from graduate-level courses besides EDU 501 will not be counted toward an undergraduate degree at the College.

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. Unclassified students may enroll in a maximum of 2 courses (for up to a total of 8 hours) per term without enrolling in a degree program.

Unclassified (non-degree seeking) students must maintain a 3.0 term GPA (with no single grade lower than B-) in each term they are enrolled at the College. If a student’s term GPA is lower than

3.0 or if a grade in any course is lower than a B-, the student’s status as an unclassified/non-degree seeking student will be terminated and the student will no longer be allowed to enroll in graduate coursework without reapplying to the College.

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 and wellness by making the curriculum and instruction more meaningful and appropriately challenging for every student;
- remove social-emotional, cognitive, motivational and physical barriers to learning to help every student progress and to be engaged in learning continuously;
- develop critical thinking, creativity and self-knowledge 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 and student mindfulness;
- better align curriculum to objectives, assessments and instruction;
- help students to self-assess their own progress toward learning objectives, to chart their own growth, and to direct their own learning;

Graduate Programs in Education *continued*

- 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;
- participate in Professional Learning Communities to promote individual student learning; and
- implement a differentiated and mindful 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 result 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 their classrooms.
2. use the basic tenets of educational research to study their own classrooms and use the results to inform 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, which then informs 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 designed to be completed over a 26-month period.

Courses in the Master of Science in Education program in Curriculum and Instruction are offered face-to-face or in a hybrid format, which requires both on-campus and electronic study. There are no fully online courses in the program.

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 5 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.

**Courses with these same names and numbers are also a part of the M.S.Ed. program in Transformative Teaching and Learning. However, credit for EDU 601, 602 and 603 cannot be applied to both programs.

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

Graduate Programs in Education *continued*

- 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.

Master of Science in Education in Transformative Teaching and Learning

Admission Requirements

To be considered for admission to the M.S.Ed. program in transformative teaching and learning at William Jewell College, applicants must provide appropriate documentation of meeting the following requirements:

- A completed Application for Admission, available at jewell.edu/apply.
- An official transcript from a properly-accredited college or university showing the awarding of a bachelor's degree, with a minimum of a 2.5 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.

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.

Individuals who do not meet the minimum GPA requirement for admission to the program may be granted conditional admission upon review of the applicant's extensive experience in the field of education and/or completion of a graduate degree in a related field. In such cases, the Education Faculty will review the applicant's admission documentation and may request additional information. Students admitted conditionally must earn a minimum of a 3.0 GPA and a B- in all courses during their first enrolled term or they will be dismissed from the program at the end of that term.

Transfer Admission to the Program

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.

Through the end of the 2026-27 academic year, an exception to the above policy is in place for students who previously were participating in a similar program that awarded credit through Woolf University toward a master's degree in education. As much as 18 term hours of credit toward the M.S.Ed. degree from William Jewell College can be accepted from these students. Students seeking to apply transfer credits from Woolf University toward the M.S.Ed. degree should review the transfer agreement approved by the Education Faculty in consultation with the College Registrar.

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 term 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 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

Graduate Programs in Education *continued*

of the National Association of Credential Evaluation Services (naces.org) or a member of The Association of International Credential Evaluators (<https://aice-eval.org>), with results to be forwarded directly to William Jewell.

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.

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. Unclassified students may enroll in a maximum of 8 hours per term without enrolling in a degree program.

Unclassified (non-degree seeking) students must maintain a 3.0 term GPA (with no single grade lower than B–) in each term they are enrolled at the College. If a student’s term GPA is lower than 3.0 or if a grade in any course is lower than a B–, the student’s status as an unclassified/non-degree seeking student will be terminated and the student will no longer be allowed to enroll in graduate coursework without reapplying to the College.

Goals for Student Learning

Teachers must differentiate instruction to promote learning and to ensure the well-being of their students. 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 and wellness by making the curriculum and instruction more meaningful and appropriately challenging for every student;
- remove social-emotional, cognitive, motivational and physical barriers to learning to help every student progress and to be engaged in learning continuously;
- develop critical thinking, creativity and self-knowledge 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 and support 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 and student mindfulness;
- better align curriculum to objectives, assessments and instruction;
- help students to self-assess their own progress toward learning objectives and well-being, chart their own growth and 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;
- participate in Professional Learning Communities to promote individual student learning; and
- implement a differentiated and mindful classroom environment.

Graduate Programs in Education *continued*

Program Outcomes

Graduates of the M.S.Ed. program will be able to

- design effective, meaningful instruction and adapt curricular resources to address the differences in students' readiness, needs and interests within his/her classroom;
- use the basic tenets of educational research to study his/her own classroom and use the results to inform his/her instructional practice;
- design an action research project, to gather and analyze evidence of student or staff progress towards learning goals and to reflect on and to transform instructional practice; and
- communicate the importance of effective instructional practices and describe the important aspects of transformative, growth-centered learning environments to colleagues and other publics.

Program of Study

Coursework for the master's degree is designed to be completed over a 12- to 24-month period.

Courses in this program are offered online and are facilitated by the Breathe for Change organization.

No state-sponsored teacher certification is associated with the awarding of the M.S.Ed. degree.

Required Courses

EDU 601*	Defining Research in Education (4)
EDU 602*	Teacher Action Research (4)
EDU 603*	Action Research Analysis, Synthesis, and Presentation (4)
EDU 620	The Human Side of Teaching (4)
EDU 621	Educator Resilience and Well-being (4)

In addition, a minimum of 10 hours must be completed from the following courses:

EDU 610	Special Topics in Education (2-4)
EDU 630	Trauma-Informed Teaching (3)
EDU 631	Emotional Intelligence and Belonging (2)
EDU 632	Accessible and Differentiated Instruction (2)
EDU 633	Community-Based Teaching (2)
EDU 634	Mental Health in Schools (3)
EDU 635	Mindful Classroom Management (2)
EDU 640	Chair Yoga for Students and Teachers (2)
EDU 641	Restorative Teaching Practices (2)
EDU 642	AI, Teaching, and Learning (4)

*Courses with these same names and numbers are also a part of the M.S.Ed. program in curriculum and

instruction. However, credit for EDU 601, 602, and 603 cannot be applied to both programs.

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.

Acceptable Progress

The following criteria are used to determine whether 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
- Appropriate participation and timely submission of 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.

Students who received multiple grades of F in MEd/ TTL courses will be dismissed for unsatisfactory academic progress. If they wish to continue in the MEd program (pending approval), they must apply again and be admitted conditionally—with one of the conditions being that they must retake each failed course and earn a satisfactory grade (B- or better in each course, 3.0 overall term GPA).

Students who have received one F but are otherwise in good standing will be placed on probation (via a letter from the Education Program) but will be allowed to continue in the MEd Program (assuming approval) provided they retake the failed course and maintain good academic standing afterwards.

Students with multiple incomplete grades will be allowed to continue in the program but may have their course load reduced. Students with 3 or more incompletes will receive a probation letter from the Education Program and not be allowed to take additional coursework until the incomplete grades are resolved.

Graduate Certificate in Human Intelligence for Educators

Admission Requirements

The admission requirements for the MEd/TTL program that are listed above also apply here. Only students with a bachelor's degrees from a properly accredited institution can apply to seek this graduate

Graduate Programs in Education *continued*

certificate. Also note that transcripts from an institution outside the U.S. must normally be sent to an evaluation agency for certification of the U.S. equivalent of any work done and degrees awarded.

Transfer Admission to the Program

There is no transfer admission in that the credit for the courses needed for this certificate must be earned while enrolled at William Jewell College.

Program of Study

Coursework for this certificate can normally be completed within a single term.

Courses in this program are offered online and are facilitated by the Breathe for Change organization.

No state-sponsored teacher certification is associated with the awarding of the Graduate Certificate in Human Intelligence for Educators.

This certificate must be completed within three years of the initial enrollment.

Required Courses

EDU 620	The Human Side of Teaching (4)
EDU 621	Educator Resilience and Well-being (4)

Only courses in which a grade of B– or higher can be used toward the certificate. A minimum GPA of 3.0 is required for the awarding of the certificate.

Credits earned as a part of this certificate may also be applied toward the Master of Science in Education degree in Transformative Teaching and Learning upon matriculation in the MEd/TTL program. This certificate is not required of students completing the MEd degree. Students earning the certificate are encouraged, but not required, to do additional coursework toward the MEd/TTL degree.

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 jewell.edu/apply.
- An official transcript from a properly-accredited college or university showing the awarding of a bachelor's degree.

- Official transcripts from all other colleges and universities attended, whether as an undergraduate or graduate student and whether or not credit was awarded.
- Evidence of content knowledge proficiency in area of intended certification, to be determined through one of the following:
 - A minimum content area GPA of 2.5, based on a 4.0 scale, in a completed undergraduate major or graduate degree in a field related to area of intended certification, OR
 - Completion of all required content coursework for certification in area of intended certification (as determined by Missouri certification requirements), with a minimum content area GPA of 2.5, based on a 4.0 scale, OR
 - Evidence of a passing score on the Missouri State Content Assessment in area of intended certification, verified before admission
- A minimum GPA of 3.0, based on a 4.0 scale, from any previously completed Education course work.
- Completion of a structured interview.
- A professional résumé/curriculum vitae.
- Content knowledge proficiency will be determined at time of admission. In the case of applicants without a related undergraduate/graduate degree in the area of intended certification or demonstrating content proficiency through the Missouri Content Assessment without required coursework or requisite GPA, the education faculty may consult with other academic programs to help determine a candidate's content proficiency and determine an appropriate course plan to ensure adequate content preparation of teacher candidates.
- Completion of required coursework alone will not lead to teacher certification. The Missouri State Content Assessment must be passed in order for Jewell to recommend a program completer for teacher certification. It is in the applicant's best interest to pass this assessment prior to starting the program. M.A.T. students enroll at their own risk until the exam 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.

Graduate Programs in Education *continued*

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 term 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 (naces.org) or a member of The Association of International Credential Evaluators ([https://aice-eval.org](http://aice-eval.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.

Admission to Student Teaching

Any candidate admitted to the Master of Arts in Teaching program has met Jewell's requirements for admission to student teaching (see Student Teaching Manual) and therefore is automatically admitted to student teaching as well. Background checks, liability insurance and a MoCA score check are required prior to student teaching.

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 permission; however, hours earned from graduate-level courses besides EDU 501 will not be counted toward an undergraduate degree at the College.

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 Programs in Education *continued*

graduate credit in the M.A.T. Students who desire to do so should consult an advisor in Education before registering to avoid duplication.

Refer to the information at the end of this section for more details about 9-12 and K-12 teacher certification.

Goals for Student Learning

The mission of the program in 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 program in education collaborates with other academic programs 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 Education office.

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 the State of Missouri 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 and Student Teaching Manual.

Graduate Programs in Education *continued*

The Master of Arts in Teaching program is an alternative teacher certification program approved by the State of Missouri.

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 (8)
EDU 520	Graduate Teaching Seminar (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 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.

Teacher Certification

Certification in the teaching field for students in the M.A.T. program 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. Consult the M.A.T. advisor for additional information.

The courses listed below must be added to the M.A.T. degree program in order to receive certification to teach in the State of Missouri.

Courses required of all M.A.T. candidates:

EDU 575	Graduate Workshop in Culturally Responsive Teaching (2)
or EDU 175	Culturally Responsive Teaching (2)
or CTI 150	Identity and Society (2)
EDU 550	Graduate Seminar in High Leverage Teaching Strategies (4)
or EDU 220	High Leverage Teaching Strategies (4)

EDU 580	Disciplinary Literacy and Methods of Instruction (5)
or EDU 280	Disciplinary Literacy and Methods of Instruction (5)
EDU 212	Alternative Clinical Fieldwork in Schools I (1)
or EDU 214	Clinical Fieldwork in Schools I (1)
EDU 213	Alternative Clinical Fieldwork in Schools II (1)
or EDU 311	Clinical Fieldwork in Schools II (1)
or EDU 315	Clinical Fieldwork in Schools III (1)

M.A.T. candidates seeking certification in grades 9-12 must also complete

EDU 508	Literacy Interventions in the Secondary Classroom (4)
or EDU 308	Literacy Interventions in the Secondary Classroom (4)

M.A.T. candidates seeking certification to teach vocal/choral music in grades K-12 must also complete

MUS 311	Musical Leadership (4)
or MUS 570	Seminar in Choral Conducting (2)
MUS 314	Choral/Vocal Music Workshop (2)
MUS 451	Music Methods in the Elementary Schools (2)
MUS 452	Vocal Music Methods in the Secondary Schools (2)

M.A.T. candidates seeking certification to teach instrumental music in grades K-12 must also complete

MUS 311	Musical Leadership (4)
MUS 312	Instrumental Music Workshop: Band (2)
or MUS 313	Instrumental Music Workshop: Strings (3)
MUS 352	Woodwind Methods (1)
MUS 353	Brass Methods (1)
MUS 451	Music Methods in the Elementary Schools (2)
MUS 456	Secondary Instrumental Methods (3)

It is expected that the above undergraduate courses will normally be completed at William Jewell; however, if candidates have taken similar courses in their undergraduate study at other institutions, the faculty of the program will evaluate those courses' applicability to the requirements for teacher certification.

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 coursework

Graduate Programs in Education *continued*

- 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.

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 508 Literacy Interventions in the Secondary Classroom (4 cr. hrs.)

Teachers and 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. Teachers and teacher candidates will conduct research on best practices in writing and examine their own instruction to assess student 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 510 Graduate Student Teaching I (4 cr. hrs.)

The first in a set of two required culminating

Graduate Programs in Education *continued*

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 (8 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 term 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.

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.

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

Graduate Programs in Education *continued*

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 550 Graduate Seminar in 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. Students will research management approaches and develop lesson plans for use in their own practice.

EDU 575 Graduate Workshop in 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 as well as research into the contextual factors impacting the schools and communities being visited.

EDU 580 Disciplinary Literacy and Secondary 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 601 Defining Research in Education (4 cr. hrs.)

This course will enable educators to explore how to conduct action research in their own classrooms and other educational contexts. The essential elements of teacher action research will be studied, including research design, data collection methods and analysis techniques specific to classroom, school and educational environments. Educators will identify a specific educational challenge that is relevant to their contexts and explore research designs that will help them study and address that challenge with innovative and research-backed approaches. Credit from EDU 601 cannot be used for both M.S.Ed. programs.

EDU 602 Teacher Action Research (4 cr. hrs.)

In this course, educators will apply their knowledge of action research to design and implement an original study. They will create a vision for change and identify a specific challenge in their classroom or community to focus on for their practicum. Using their research question as a foundation, educators will design, execute and evolve an action research initiative to expand their impact in their classrooms and other educational contexts. Finally, they will collect and analyze data to assess the impact of their initiative on participants. Credit from EDU 602 cannot be used for both M.S.Ed. programs.

EDU 603 Research Analysis, Synthesis and Presentation (4 cr. hrs.)

Educators will analyze data from their action research project, document their impact 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

Graduate Programs in Education *continued*

study and methods for determining the effectiveness of interventions. Educators will discuss the findings and implications of their research in a completed action research capstone fit for publication, presentation to building/district leadership, or use in professional development workshops. Credit from EDU 603 cannot be used for both M.S.Ed. programs.

EDU 610 Special Topics in Education (2-4 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.). This course can be repeated with a change in topic.

EDU 620 The Human Side of Teaching (4 cr. hrs.)

In this graduate-level course, educators explore what remains uniquely human in learning and develop the emotional, relational, and leadership skills needed to nurture student resilience, authentic connection, and well-being. Grounded in research from education and neuroscience, the course examines how social-emotional and human-centered skills foster student engagement, spark creativity and collaboration, and inspire purpose-driven learning. Building on five foundational competencies (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making), educators will explore developmentally appropriate practices across grade levels and educational contexts. The course emphasizes practical application, requiring educators to integrate these practices into their professional settings and assess their effectiveness.

EDU 621 Educator Resilience and Well-being (4 cr. hrs.)

This graduate-level course empowers educators to strengthen their resilience and well-being through evidence-based approaches—including mindfulness techniques, mindful movement practices and stress-regulation strategies—that can be used to reduce burnout, regulate the nervous system, and enhance performance. Educators will embed these strategies

into daily routines, systematically assess their impact, and adapt them for long-term sustainability. They will also design resilience-building and mind-body wellness practices that they both embody and teach, ensuring that the application extends beyond individual use to integration in classrooms and educational contexts. A core component of the course is exploring how modeling and facilitating these practices with students enhances co-regulation and generates collective benefits for classroom climate and learning outcomes. Through guided reflection and structured planning, educators will develop skills to differentiate best practices across diverse age groups and educational settings to enhance resilience and well-being.

EDU 630 Trauma-Informed Teaching (3 cr. hrs.)

This course equips educators with essential knowledge and skills to create safe, supportive and inclusive learning environments for all students, particularly those affected by trauma. Educators will explore the science of trauma and its impact on learning, while gaining practical strategies to mindfully respond to stress and trauma in their teaching contexts with care, compassion and intention. The course prepares educators to implement evidence-based, trauma-informed grounding, orienting, and centering practices that foster resilience and rebuild the foundation for students to effectively learn.

EDU 631 Emotional Intelligence and Belonging (2 cr. hrs.)

This course explores the critical connection between emotional intelligence, belonging, and effective teaching and learning. Educators will delve into cutting-edge neuroscience that demonstrates the essential role of integrating these foundational elements into instruction. Educators will learn to embody and teach the five social-emotional learning competencies—self awareness, self management, social awareness, relationship skills, responsible decision making—and learn practical skills for creating more emotionally-intelligent learning environments that foster a sense of belonging, and ultimately improve educational outcomes for all students.

EDU 632 Accessible and Differentiated Instruction (2 cr. hrs.)

This course provides educators with the skills and knowledge necessary to create learning environments that support all learning styles, abilities and interests. Educators will learn key principles and innovative strategies for differentiation and scaffolding, equipping

Graduate Programs in Education *continued*

them with practical tools to effectively address the varied needs of their classrooms. Through these approaches, participants will learn to foster an environment where all learners can succeed and reach their full potential.

EDU 633 Community-Based Teaching (2 cr. hrs.)

This course is designed for educators who aspire to build strong, collaborative relationships within their educational environments and the communities they serve. Drawing from child, adult and social learning theories, educators will explore transformative pedagogical practices that prioritize relationship-building and community connection, and learn skills to foster a culture of connection, vulnerability and mutual respect within their teaching contexts. This course equips educators with the tools to facilitate highly interactive, engaging, and inspiring learning experiences that build community and improve educational outcomes.

EDU 634 Mental Health in Schools (3 cr. hrs.)

This course explores the critical role of mental health in educational settings, equipping educators with the knowledge and skills to support both student and educator well-being and academic success. The course will delve into the latest research on brain development, stress responses and the interplay between mental health, teaching, and learning. Educators will leave with a solid foundation for understanding how mental health affects cognitive functions, social interactions and overall academic performance for both students and educators, as well as actionable practices and strategies to promote resilience, reduce stress and create supportive learning environments.

EDU 635 Mindful Classroom Management (2 cr. hrs.)

This course offers educators a comprehensive classroom management framework designed to establish an engaging, interconnected, and inspiring learning space for every student. The THRIVE Method empowers educators to be leaders in their classrooms and forge environments that encourage positive behaviors, elevate student achievements and enrich the overall well-being of the entire school community. Educators will leave this course confident in their ability to improve student behavior and transform classroom management in their classrooms.

EDU 640 Chair Yoga for Educators and Students (2 cr. hrs.)

This course equips educators with practical skills and strategies to teach trauma-informed and accessible yoga classes to adults and young people within their schools, districts and organizations. Educators will learn how to adapt mind-body practices to accommodate individuals of all abilities, backgrounds and ages, ensuring that yoga classes are accessible and supportive for all. The course emphasizes the tangible benefits of yoga, such as fostering self-awareness, resilience and self-regulation among students, which are essential for enhancing academic performance and creating a focused learning environment.

EDU 641 Restorative Teaching Practices (2 cr. hrs.)

This course inspires educators to integrate restoration, relaxation and rejuvenation practices into their daily lives and teaching. Educators explore a wide range of restorative instructional practices, as they learn to teach mind-body experiences that enable students and other educators to regulate their nervous systems, alleviate stress and anxiety, promote more focused attention and drive impact. By embodying these practices, educators create healthier, more supportive environments that improve both personal wellness and educational outcomes.

EDU 642 AI, Teaching, and Learning (4 cr. hrs.)

This course explores how artificial intelligence is transforming education and how educators can engage with it as a supportive partner in teaching and learning. Grounded in learning theory, child development, and social-emotional learning, it offers a practical introduction to using AI tools to enhance lesson planning, assessment design, classroom engagement and student learning—while preserving the deeply human elements of teaching. Through reflection and application, educators learn to integrate technology in ways that strengthen connection, curiosity, and critical thinking rather than replace them. Whether new to AI or already experimenting in the classroom, educators gain the tools and confidence to navigate this evolving landscape with clarity and intention.

College Personnel

Faculty 2026-2027

(Date after name indicates year of first full-time appointment.)

BIOLOGY

Tara J. Allen, 2000-2013, 2024, Professor of Biology; Division Head, Behavioral, Natural, and Health Sciences. B.S., University of Evansville; Ph.D., University of Missouri

Alex Von Schulze, 2026, Assistant Professor of Biology. B.S., Northern Arizona University; M.S., University of Memphis; Ph.D., University of Kansas Medical Center

BUSINESS AND LEADERSHIP

Yuriy O. Bots, 2013, John W. Boatwright Professor of Economics; Professor of Economics. B.A., M.S., Ivano-Frankivsk National Technical University of Oil and Gas; M.S., Ph.D., Purdue University

Michael R. Lockert, 2026, Executive in Residence – Business. B.S., University of Northern Iowa

Christopher M. McCullick, 2013, Professor of Accounting; Division Head, Business, Communication, and Education. B.S., M.Acc., Missouri State University; C.P.A., Missouri; D.B.A., Anderson University

Kelli J. Schutte, 2004, Professor of Business; Vice President, College of Graduate and Innovative Programs. B.A., Calvin College; M.B.A., Western Michigan University; Ph.D., Michigan State University

CENTER FOR FAITH AND CULTURE

Brendon C. Benz, 2011, Professor of Religion; Division Head, Humanities, Social Sciences, and Music; Theologian in Residence. B.A., Taylor University; M.Div., Princeton Theological Seminary; Ph.D., New York University

Vernon P. Howard, Jr., 2025, Coordinator of Justice and Sustainability at the Center for Faith and Culture; Distinguished Lecturer. B.A., William Jewell College; M.Div., Central Baptist Theological Seminary; D. Min., Virginia Union University

CHEMISTRY AND BIOCHEMISTRY

Mahsa Hosseini, 2022, Assistant Professor of Chemistry. B.S., Shahid Beheshti University; M.S., Université des Sciences et Technologies de Lille; Ph.D., Université du Littoral Côte d'Opale

Aaron M. Keller, 2015, Associate Professor of Chemistry. B.S., Washburn University; M.S., Ph.D., Cornell University

E. Shane Price, 2008, Associate Professor of Chemistry. B.A., William Jewell College; Ph.D., University of Kansas

COMMUNICATION

Jacqueline Land, 2023, Assistant Professor of Digital Media Communication. B.A., University of Missouri; M.S., University of Wisconsin – Madison

Ge Zhu, 2023, Assistant Professor of Communication. B.A., Beijing Language and Culture University; M.S., Kansas State University; Ph.D., University of Iowa

EDUCATION

Jeanine L. Haistings, 2006, Professor of Education. B.S., William Jewell College; M.Ed., University of Memphis; Ph.D., University of Kansas

Michael R. Stoll, 2011, Associate Professor of Education and Program Director. B.A., Haverford College; M.A., M.S., Northwestern University; Ph.D., New York University

ENGINEERING

Mubashshir Ahmad, 2025, Assistant Professor of Civil Engineering. B.Tech., Aligarh Muslim University; M.S., University of Toledo; Ph.D., Purdue University

Taqsim Husnain, 2017, Associate Professor of Civil Engineering and Program Director. 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; P.E., Missouri; ENV SP

ENGLISH

Laurie C. Accardi, 1994, Visiting Associate Professor of English. B.A., Webster University; M.A., University of Maine; Ph.D., University of Kansas

HISTORY

Megan E. Groninger, 2023, Assistant Professor of History. B.A. William Jewell College; M.A., University of West Georgia; Ph.D., Florida State University

LANGUAGES

J. David Lisenby, 2015, Professor of Spanish; Director of Institutional Research. B.S., Vanderbilt University; M.A., Ph.D., University of Kansas

College Personnel *continued*

MATHEMATICS AND DATA SCIENCE

Alex J. Heitzman, 2025, Assistant Professor of Mathematics. B.S., M.S., Ph.D., University of Nebraska – Lincoln

David M. McCune, 2012, Professor of Mathematics. B.S., Baylor University; M.S., Ph.D., University of Nebraska – Lincoln

MUSIC

Lawrence J. Abernathy, 2025, Assistant Professor of Music; Director of Choral Studies. B.A., Columbus State University; M.M., University of South Carolina; D.Mus., Indiana University

Langston F. Hemenway, 2014, Associate Professor and Director of Music; Director of Instrumental Studies. B.M.E., University of Oklahoma; M.M., University of Kansas; D.M.A., University of Michigan

Laura B. Lowry, 2025, Instructor of Music; Director of Undergraduate Vocal Studies. B.M., B.A., M.S., Sam Houston State University; M.M., D.M.A., University of Missouri – Kansas City

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

Tiffany M. Condren, 2015, Assistant Professor and Director of Nursing. B.S.N., M.S.N., Western Governor's University; Ph.D., Liberty University

Anna M. Kaaiakamanu, 2019, Assistant Professor of Nursing. B.S., William Jewell College; M.S.N., Western Governor's University

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

Jennifer Ryan, 2022, Instructor of Nursing. B.S., Kansas State University; 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; D.N.P., Capella University

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)

Mary Margaret Sherer, 2004, Professor of Physics; Division Head, Analytical Sciences; Interim Director, Core Curriculum. B.S., Emory and Henry College; M.S., Ph.D., University of North Carolina

POLITICAL SCIENCE

Gary T. Armstrong, 1992, Professor of Political Science; Director of Cybersecurity. B.A., University of Oklahoma; Ph.D., Georgetown University

Abigail J. Vegter, 2024, Assistant Professor and Director of Political Science. B.A., Calvin College; M.A., Ph.D., University of Kansas

PSYCHOLOGY

Jared M. Bartels, 2018, Associate Professor of Psychology. B.S., Upper Iowa University; M.S., University of Central Missouri; Ph.D., University of Memphis

Keli A. Braitman, 2012, Professor of Psychology; Dean of the Faculty; Vice President for Academic Affairs and Student Affairs. B.S., Frostburg State University; M.A., Ph.D., Southern Illinois University

Anderson K. Fitch, 2026, Assistant Professor of Psychology. B.S., Kansas State University; M.S., Ph.D., University of Florida

Emeritus Faculty

Laurie C. Accardi

Assistant professor of English and director of the core writing program, 1994-2026

Kenneth D. Alpern

Professor of philosophy and Oxbridge senior tutor, 2006-2023

Linda J. Bell

Professor of accounting, 1985-2012

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

Deborah L. Chasteen

Professor of communication, 2001-2023

Kenneth B. Chatlos

Professor of history, 1973-2006

Ian D. Coleman

Professor of music, 2002-2025

Michael T. Cook

Professor of economics, 1978-2013

Jennifer M. Cotter

Professor of English, 2009-2025

Fletcher D. Cox

Associate professor of political science, 2015-2025

Anne C. Dema

Professor of chemistry and provost, 1993-2025

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

Donna M. Gardner

Professor of education, 2003-2022

Ronilue B. Garrison

Professor of education, 1980-2006

Cynthia A. Green

Professor of education, 1989-2011

Kim B. Harris

Professor of communication and director of theatre, 1979-2012

Lois Anne Harris

Professor of communication, 1979-2012

W. Alan Holiman

Professor of political science, 1997-2026

Joshua F. Hoops

Professor of communication, 2012-2025

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

Bonnie S. Knauss

Assistant professor and librarian, 1969-2002

Edwin H. Lane

Professor of chemistry and registrar, 1981-2026

Gina E. Lane

Professor of communication, 1985-2023

Anthony J. Maglione

Professor of music, 2010-2025

J. Truett Mathis

Associate professor of mathematics, 1969-2006

Vicki L. Meek

Associate professor of nursing, 1992-2013

College Personnel *continued*

Jason A. Morrill

Professor of chemistry, 2004-2025

Randall C. Morris

Professor of philosophy, 1993-2024

Ian H. Munro

Professor of English, 1981-2009

Susan M. Myers

Professor of French, 1995-2025

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

Azadeh Rafizadeh

Professor of mathematics, 2012-2025

Lilah L. Rahn-Lee

Associate professor of biology, 2015-2025

Deborah Reed

Associate professor of business administration, 1979-2011

Elaine A. Reynolds

Professor of history, 1986-2022

Ann Marie Rigler

Professor of music and College organist, 2004-2025

Cecelia A. Robinson

Professor of English, 1979-2013

Phillip W. Schaefer

Assistant professor of music and director of instrumental activities, 1976-2014

Kevin W. Shaffstall

Assistant professor of leadership studies, 2001-2023

Patricia A. Schoenrade

Professor of psychological science, 1989-2022

Elizabeth A. Sperry

Professor of philosophy and Oxbridge senior tutor, 1996-2026

Rein J. Staal

Professor of political science, 1995-2024

M. J. Stockton

Professor of education, 1972-2002

Janet L. Thompson

Professor of nursing, 1978-1991

Robert D. Troutwine

Professor of psychology, 1980-2011

Thomas M. Vansaghi

Associate professor of business, 2015-2025

Mark J. Walters

Professor of English, 1991-2025

Evangeline M. Webb

Assistant professor of nursing, 1986-2001

Robert S. Wells

Professor of Spanish, 2015-2025

John D. Westlie

Professor of French, 1985-2012

Michael E. Williams

Professor of English, 1987-2005

Ruth C. Williams

Professor of English, 2013-2026

Ronald K. Witzke

Professor of music, 1984-1992, 1995-2021

Jane F. Woodruff

Professor of history and classical languages, 1997-2020

Nathan A. Wyman

Professor of theatre, 1998-2025

John P. Young

Assistant professor and director of the library, 1964-2005

Leadership of the College 2026-2027

Cabinet Members

Drew Van Horn, 2025, Interim President

B.A., Elon University

M.A., Campbell University

Ph.D., University of South Carolina

Eric Blair, 2019, Vice President of Marketing and Enrollment

B.A., William Jewell College

M.P.A., Park University

Keli Braitman, 2012, Vice President for Academic Affairs and Student Affairs, College of Arts and Sciences; Dean of Faculty; Professor of Psychology

B.S., Frostburg State University

M.A., Ph.D., Southern Illinois University

Ryan Erlacher, 2026, Vice President for Athletics

B.A., Flagler College

M.S., Florida State University

Julie McGovern, 2024, Chief Financial Officer

B.S., University of Kansas

C.P.A., Missouri

Kelli Schutte, 2004, Vice President of Graduate and Innovative Programs; Professor of Business

B.A., Calvin College

M.B.A., Western Michigan University

Ph.D., Michigan State University

Board of Trustees

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James K. Pierce '66

W. Edward Place '82

Fred H. Pryor '56

Linda J. Roos '68

Dianne C. Shumaker '66

Joy L. Steincross

John F. White '67

Thomas R. Willard '76

Richard M. Wright '78

Craig C. Zahnd '89