



WILLIAM WOODS
UNIVERSITY



WILLIAM WOODS UNIVERSITY
ACADEMIC CATALOG
2016-2017

Table of Contents

Mission.....	8
Beliefs.....	8
Recognition.....	8
Accreditation.....	9
Additional external accreditations/certifications.....	10
Memberships.....	10
Statements of Nondiscriminatory Policies.....	12
General Information.....	13
Undergraduate Admission.....	13
Academic Expectations.....	14
Inclement Weather Policy.....	14
International Students.....	14
Student Records.....	16
Office of the Registrar.....	16
Transcripts.....	16
Transfer Credit.....	17
Transfer of General Education.....	18
Academic Programs.....	19
General Education.....	19
Honors Programming.....	20
Pre-Law.....	20
Pre-Med, Pre-Veterinary.....	20
Study Abroad.....	21
University Regulations and Policies.....	22
Academic Policies.....	22
Academic Dismissal.....	22
Academic Grievance.....	22
Academic Integrity/Honesty.....	22

Academic Warning, Probation, and Suspension	24
Adaptation of Regulations to Varying Formats.....	25
Applicability of Degree Requirements	25
Attendance Policy	25
Books and Instructional Materials	26
Changes in Policies, Procedures, and Programs	26
Conduct.....	26
Declaration of Major/Minor	27
Electronic Devices in Class	27
Grievance Policy.....	27
Plagiarism.....	28
Second Baccalaureate Degrees.....	29
Standard of Student Responsibility.....	29
Academic Courses and Credits.....	30
Auditing.....	30
Clinical Experiences.....	30
Correspondence Courses	30
Course Load and Overload.....	30
Developmental Courses	31
Documentation of Undergraduate Work at Other Institutions.....	31
Dual Enrollment	32
Finals Schedule/ Alternative Schedule.....	32
Independent Study.....	32
Internships	33
Mid-Missouri Associated Colleges and Universities (MMACU) Exchange Enrollment	33
Repeated Course.....	34
Schedule Changes	34
Tutorial Course.....	34
Waiver of Degree Requirements	35

Academic Performance.....	36
Academic Honors.....	36
Assessment of Prior Learning.....	36
Grade Appeal/Grade Changes	37
Grading System and Grade Codes	38
Incomplete Grade	38
Quality Points and GPA.....	39
Student Outcomes Assessment.....	40
Academic Progress.....	41
Academic Progress.....	41
Application for Readmission	41
Satisfactory Academic Progress.....	41
Time Limitations on Degree Completion	44
Withdrawal from a Course.....	44
Withdrawal from William Woods University.....	45
Academic Services.....	49
Academic Advising.....	49
Advising First Semester Students.....	49
Alcohol and Drug Policies and Programs	49
Instructional Support	49
Americans with Disabilities Act.....	51
Disability Services.....	51
Degree Candidates (General).....	53
Degree Candidacy	53
General Requirements for Degree.....	53
Policy for Upper-Level Classes	53
Degree Completion	54
Graduation/Commencement.....	54
Petition for Graduation.....	54

Family Education Rights and Privacy Act (FERPA).....	55
Sexual Misconduct/ Harassment Policy, Procedures, and Resources (Title IX).....	56
Degree Programs	92
Majors	94
Accounting B.S.	94
Air Force ROTC (Off Campus Agreement) B.S.	96
American Sign Language (ASL) Studies B.A.	96
Art B.A.	98
Athletic Training B.S.	104
Biology B.A.	107
Biology B.S.	110
Biology Education B.S.	114
Business Administration B.S.	117
Communication B.S.	122
Criminal Justice B.S.	125
Education (Elementary) B.S.	128
Education (Middle-Level) B.S.	131
Education (Special) B.S.	135
Educational Studies B.S.	137
English B.A.	140
English Education B.S.	142
Equestrian Science B.S.	145
Equine Administration B.S.	147
Equine General Studies B.S.	149
Exercise Science B.S.	152
Graphic Design B.F.A.	154
Graphic Design B.A.	156
History B.A.	158
Interdisciplinary Studies B.A. or B.S.	163

Interpretation Studies in ASL-English B.S.....	165
Liberal Arts A.A.....	167
Management Information Systems B.S.	170
Mathematics B.A.....	172
Paralegal Studies B.S.	174
Physical Education (K-12) B.S.	176
Physics B.S.	179
Political and Legal Studies B.A.	181
Pre-Engineering A.S.....	183
Psychology B.A.	185
Social Science Education B.S.	187
Social Work B.S.W.	190
Speech and Theatre Education B.S.	194
Sports Management B.S.....	197
Studio Art B.F.A.	199
Theatre B.A.	201
Workforce Leadership B.A.S.	204
Minors.....	206
Accounting	206
American Sign Language	206
Art	206
Biology.....	206
Business Administration	206
Chemistry	206
Coaching.....	207
Communication.....	207
Criminal Justice	207
Education	207
English	208

Equestrian Science	208
Equine Administration	208
Exercise Science	208
History.....	208
Juvenile Justice.....	208
Management Information Systems	208
Mathematics	209
Music.....	209
Physical Science	209
Physics.....	209
Political/Legal Studies	209
Psychology	209
Social Work	209
Spanish	209
Sports Management	210
Theatre.....	210
Course Level Descriptions.....	241
Course Descriptions	242
Course Fees.....	409

Mission

An independent voice in higher education, William Woods University distinguishes itself as a student-centered and professions-oriented university committed to the values of ethics, self-liberation, and lifelong education of students in the world community.

Beliefs

- The liberal arts is the foundation of our mission.
- Responsiveness to student needs is paramount for success for both the students we serve and the institution's viability.
- An academic environment demonstrates and promotes creative, intellectual inquiry.
- Positive relationships among students, faculty, and staff enhance the learning experience.
- Education is inclusive and student-centered.
- The institution has a responsibility to demonstrate and promote ethical behavior.
- Total development of the individual prepares the individual for a constantly changing world.
- The culture of our University and communities is conducive to the positive development of relationships among students, faculty, and staff.
- A quality educational environment directly impacts outstanding student achievement.

Recognition

William Woods University enjoys the best of both worlds when it comes to reputation — attracting students, faculty and partners nationally for signature programs, while making a significant impact locally and statewide in fields such as business and education.

Accreditation

The country's most established colleges and universities routinely open their doors to peers for an accreditation process — a way of ensuring that students and families receive a quality return on their educational investment.

Higher Learning Commission

William Woods University is accredited by the Higher Learning Commission (HLC) of the North Central Association, which is one of six regional institutional accreditors in the United States:

Higher Learning Association, a Commission of the North Central Association
230 South LaSalle Street, Suite 7-500
Chicago, IL 60604-1411
Tel: 800.621.7440
hlcommission.org

Accreditation Council for Business Schools and Programs



The Accreditation Council for Business Schools and Programs (ACBSP) Baccalaureate/Graduate Degree Board of Commissioners awarded William Woods University, in Fulton, Missouri accreditation of its business programs and separate accreditation of its accounting program. ACBSP accreditation certifies that the teaching and learning processes within the undergraduate and graduate accounting and business programs offered at William Woods University meet the rigorous educational standards established by ACBSP.

Accreditation Council for Business Schools and Programs (ACBSP)
11520 West 119th Street
Overland Park, KS 66213
Tel: 913.339.9356
www.acbsp.org

For more information regarding our accreditation please contact:

Michael W. Westerfield, Ph.D.
Executive Vice President of Academic Affairs and Director of Accreditation Processes
Michael.Westerfield@WilliamWoods.edu
573.592.4383 or 1.800.995.3159 ext.4383
William Woods University
One University Avenue
Fulton, MO 65251

Additional external accreditations/certifications

- Commission on Accreditation of Athletic Training Education (The program has been placed on probation as of February 19, 2016 by the CAATE, 6850 Austin Center Blvd, Suite 100, Austin, TX 78731-3101)
- Council on Social Work Education
- Missouri State Department of Elementary and Secondary Education
- Council for the Accreditation of Educator Preparation

Memberships

- American Association for Paralegal Educators
- American Association of Collegiate Registrars and Admissions Officers
- American Bar Association
- American Notary Association
- Baccalaureate Program Director's Association

- Campus Compact
- College Entrance Examination Board
- Commission for Accelerated Programs
- Council for Advancement and Support of Education
- Council of Independent Colleges
- Council on Social Work Education
- Independent Colleges and Universities of Missouri
- Mid-Missouri Associated Colleges and Universities
- Midwest College Placement Association
- Missouri Association of Financial Aid Personnel
- Missouri Colleges Fund, Incorporated
- Missouri Consortium of Social Work Education Programs
- Missouri Professors of Educational Administration
- Missouri School Counselors Association
- Missouri Society of Certified Public Accountants
- National Association of College Admissions Counselors
- National Association of College and University Business Officers
- Tuition Exchange, Inc.

Statements of Nondiscriminatory Policies

William Woods University admits students of any race, color, national and ethnic origin to all rights, privileges, programs, and activities generally accorded or made available to students at the University. It does not discriminate on basis of race, color, national and ethnic origin, sex, gender, sexual orientation, gender expression and identity, class, marital status, veteran status, disability, or any proscribed category set forth in federal or state regulations in administration of its educational policies, admission policies, scholarship and loan programs, and athletic and other University-administered programs.

Consistent with the requirement of Title IX of the Education Amendments of 1972, as amended, and Part 86 of 45 C.F.R., the University does not discriminate on the basis of sex or gender identity in the conduct or operation of its education programs or activities (including employment therein and admission thereto).

Consistent with the requirements of Section 504 of the Rehabilitation Act of 1973, as amended, and Part 84 of 45 C.F.R., the University does not discriminate on the basis of handicap in admission or access to or employment in its programs and activities.

Governor's Executive Order No. 28, issued 11/18/1983, prohibits all state agencies from discriminating on the basis of sexual orientation in the provision of any services or benefits by a state agency.

General Information

Undergraduate Admission

Undergraduate Admission Process

Traditional Programs:

Students are encouraged to apply as early as possible after they have completed their junior year of high school. Students will be notified of an admissions decision shortly after all application materials are received.

Students requesting to transfer to William Woods University may do so if the student is in good academic standing at another accredited college or university. An official transcript from every institution attended is required. Applicants are asked to submit official high school transcripts with ACT or SAT results for class placement only.

Students may apply online or through the mail.

To be considered for admission to study at William Woods, students must submit the documents listed below:

- A completed admissions application form, and
- Official high school transcript(s)
- SAT or ACT scores
- Transfer students should send college transcripts from each institution attended, as well as official high school transcripts.

Please note: letters of recommendation and interviews are not required for admission.

Online Degree Programs:

To be considered for admission to Regular or Special Standing, a prospective student must submit a complete application for admission. A complete application for admission consists of the following:

- A completed Admissions Application form, and

- Official transcripts from all high schools (and GED, if applicable) and undergraduate institutions the student attended.
- 25 transferable credit hours (Degree Completion Programs only).

Levels of Admission

Students admitted to undergraduate study at William Woods University are admitted in one of two classifications.

Regular: A student who has satisfied all requirements and prerequisites for admission to the College degree completion program.

Special: A student who holds a baccalaureate or graduate degree from a regionally accredited institution and who intends to enroll for a specific course or courses; or, a student otherwise qualified for admission who intends to enroll for a course with no intention of completing a degree; or, a student intending to qualify for Regular standing who has yet to complete the application process but who documents prior baccalaureate work and qualifying grade point average from a regionally accredited institution.

International applicants seeking admission to William Woods should review the policy below:

www.williamwoods.edu/admissions/international

Academic Expectations

Students entering William Woods University should be prepared for a considerable amount of work outside the classroom. These requirements differ from class to class from discipline to discipline, but most instructors expect two hours of out-of-class work for each course credit hour. All instructors expect their students to be prepared for class.

Inclement Weather Policy

It is the responsibility of William Woods's faculty to inform students of individual class cancellations. Announcements regarding University-wide closings will be posted to OwlNet. Please consult the Announcements section of OwlNet for this information.

International Students

The University actively encourages the involvement of international students in its graduate and undergraduate programs. The University is authorized under Federal Law to enroll non-immigrant alien

students. International students must meet the same requirements and follow the same admissions procedures employed for U.S. nationals, except that they must, unless English is their first language, demonstrate sufficient knowledge of the English language to benefit from their program of study. This policy is more fully articulated at the link:

http://www.williamwoods.edu/current_students/registrar/international_students/english_proficiency.html

Finances

International students must submit a certified letter of support from their bank, a sponsor, their family, or another source showing that they have adequate financial resources to provide for their education and living expenses.

Student Records

Office of the Registrar

The Office of the Registrar manages student records and academic information. This office provides services to students requesting official and unofficial transcripts, verification of good standing, and transfer equivalences.

The Office of the Registrar is responsible for managing registration efforts and providing course information and students' schedules. The Office of the Registrar also registers traditional on-campus students in online classes. It also coordinates the registration of William Woods students taking courses at Westminster College and at Mid-Missouri Associated Colleges and Universities.

Transcripts

A transcript is a comprehensive record of the student's academic history, including but not limited to courses, final grades and cumulative grade point average. Official paper transcripts bear the University seal and are sent directly from Office of the Registrar to the receiving institution or agency. Transcripts sent electronically through the secure electronic delivery are considered official records. The words "Issued to Students" will appear on transcripts sent directly to the student.

Transcript requests are submitted electronically through Transcripts on Demand by SCRIP-SAFE. Telephone and email requests are not accepted. Payment of the processing fee is required prior to release of all transcripts. A transcript cannot be released until all personal and financial obligations have been cleared.

Transcript requests will be processed within 3-5 business days following clearance from the Office of Student Financial Services.

Questions may be directed to the Office of the Registrar at 573.592.4248 or by email at registrar@williamwoods.edu

Request a transcript:

If you do not recall your OwlNet login information or have never had an account, visit iwantmytranscript.com/williamwoods to request your transcript.

If you do recall your OwlNet login information, log in to <https://owlnet.williamwoods.edu/ics> to request your official transcript. After you have logged into OwlNet, you can use the Request My Official Transcript option (under Current Students or Alumni) to request an official transcript or you can print a copy of your unofficial transcript directly.

Transfer Credit

William Woods students who wish to take a course at another college or university must obtain approval from their academic advisor and the Office of the Registrar to assure that the course is eligible for transfer and fits within their academic program.

Credits are accepted at full semester value provided that the transferring institution is accredited by an agency recognized by the U.S. Department of Education (USDE) and the Council for Higher Education Accreditation (CHEA). Courses that are comparable to William Woods University offerings are accepted in transfer. Courses accepted in transfer must have a final grade earned of C or above.

The maximum credit hours accepted by the University by transfer, examination, and/or portfolio may not exceed 90 credits, 70 of which can be taken at a community college. To earn a degree from William Woods University, a student must earn a minimum of 30 classroom credit hours at William Woods University. The University may award credit by dual enrollment and/or advanced placement. There is a per credit hour posting fee for credit received through advanced placement. Grades received for classes in dual enrollment (high school students come to campus) and dual credit (students take classes at high school site, but register through WWU) situations, and students who take classes that they registered for through WWU will count toward a student's WWU GPA. Transfer credit is not accepted as part of a student's last 30 hours.

Courses with a grade of D are only accepted if they are part of an Associate of Arts degree (this excludes the Associate of Science and Associate of Applied Science degrees). Students transferring an Associate of Arts degree are not required to repeat courses transferred with a D grade unless specifically stated in WWU course prerequisites or major requirements.

An official transcript must be sent to the Office of the Registrar at William Woods University before any transfer course can be accepted into the student's program of study. Official transcripts certifying coursework must be received in the Office of the Registrar prior to the student's final semester (15 credits). The Registrar is the official person to grant transfer credit; any questions should be addressed to the Office of the Registrar.

Students may check the WWU Transfer Equivalency page to see how credits might transfer. Contact the Office of the Registrar, registrar@williamwoods.edu if you cannot find the school/course for which you are seeking an equivalency.

[William Woods University is a participant of the Missouri Reverse Transfer](#)

If you transferred from or will transfer from a two-year Missouri institution, please read more about the Missouri Reverse Transfer.

http://www.williamwoods.edu/admissions/undergraduate/reverse_transfer.html

Office of the Registrar
573.592.4248
registrar@williamwoods.edu

Transfer of General Education

All William Woods University undergraduate students complete a General Education program. Upon completion of General Education courses, students are expected to possess the knowledge and skills to meet the University's general education objectives and the statewide general education goals. The statewide general education guidelines consist of a 42 semester-hour block set up to ensure an ease of transferability of general education credit among signatory institutions within the state. Students who have completed the 42 semester-hour block may request to have a notation printed on their transcript.

Meeting General Education requirements with completed Associate of Arts degrees.

Students may transfer in an Associate of Arts degree during their enrollment at William Woods to meet and complete General Education requirements. The residency rule would remain in effect.

Academic Programs

General Education

Critical Analysis: (9 credit hours)

- Critical Thinking (3 credit hours)
- Ethical Reasoning (3 credit hours)
- Meaning (3 credit hours)

Students apply logical and analytical reasoning skills to diverse source materials in the interest of discerning and debating aesthetic, thematic, and ethical content.

Creative Expression: (12 credit hours)

- Communication (9 credit hours)
- Fine & Performing Arts (3 credit hours)

Students develop the ability to express ideas and concepts, both logically and creatively, through written, oral, reflective, and aesthetic practices utilizing various media forms.

Quantitative Inquiry: (10 credit hours)

- Natural Sciences (7 credit hours)
- Mathematics (3 credit hours)

Students develop and practice quantitative problem-solving skills in order to analyze and critically evaluate information in a larger context.

Society & the Individual: (12 credit hours)

- Social Science (3 credit hours)
- Diversity (3 credit hours)
- Historical Perspective (6 credit hours)

Students integrate knowledge to articulate an understanding of diverse cultures, historical contexts, and human behaviors.

Honors Programming

The William Woods University experience is one of a kind, with treasured experiences and countless opportunities to flourish. But what if you could take those experiences and opportunities to the next level?

The Honors Program at William Woods University allows students to do just that.

Through this program, we give students the opportunity to cultivate their intellectual gifts in a stimulating and supportive academic community. Members of the program are exposed to a rigorous and rewarding curriculum that fosters incisive, innovative thinking across a variety of subjects. Students will face stimulating intellectual challenges and develop the habits of mind necessary to navigate issues of difference and diversity in an increasingly complex world.

More information can be found at:

http://www.williamwoods.edu/academics/undergraduate/honors_program.html

Pre-Law

Students interested in a law career should plan their undergraduate curriculum to receive a broad liberal education. According to law school reports, there is no single major that is the ideal preparation for law school. Students are advised to select courses which sharpen their analytical and critical thinking abilities. Law schools prefer students who can think, read and write well, and have some understanding of what shapes human experience. The University offers a Political/Legal Studies major that provides a strong interdisciplinary liberal arts-based, law-related curriculum. This major is appropriate as preparation for law school or other advanced legal study. However, other academic majors are also appropriate as preparation for a law career. A faculty member is designated as pre-law advisor, providing counsel about coursework and about entry into law school.

Pre-Med, Pre-Veterinary

Programs in the natural sciences provide preparation for students interested in pursuing careers in medicine, dentistry, veterinary medicine and other health-related fields. Although entrance requirements may vary from school to school and from one health-related field to another, there are three general requirements requested by most professional schools which enhance the strength of a student's application:

1. a science-related degree with coursework in biology, chemistry, and mathematics;
2. a strong background in the liberal arts;
3. involvement in relevant and appropriate professional and volunteer activities;

4. a strong score on the professional school entrance examination (such as the Medical College Admissions Test [MCAT]) is important for entry into most professional or graduate schools.

Study Abroad

Through cooperative arrangements with institutions and universities abroad, all students have opportunities for accredited foreign study are available to all qualified students. Students must first meet with their academic advisors to see how foreign study fits into their degree plan. They must then be approved for study abroad by the Office of the Registrar and the Study Abroad Coordinator. William Woods University participates in study abroad sponsored by Arcadia Center for Education Abroad, American Institute for Foreign Study, Cultural Experiences Abroad, and most institutions listed in Peterson's Study Abroad Catalog. The University occasionally sponsors its own courses abroad during intersession, the spring semester, and in the summer.

Those students interested in studying abroad should meet with the Study Abroad Coordinator as early as possible to complete an application for Study Abroad to assure that financial aid will be available and the transfer of credits to a student's transcript.

University Regulations and Policies

Academic Policies

Academic Dismissal

Academic Dismissal is an action initiated by the Undergraduate Academic Dean. Students under Academic Dismissal must apply for re-admission to the University.

Academic Grievance

Students should be protected from prejudice and capriciousness in matters of academic policy and practice. They are entitled to a reasonable explanation of their performance in relation to the standards of a program or a course. Initial inquiries in academic matters should be directed to the course instructor. Appeals should be addressed to the appropriate division chair or to the Undergraduate Academic Dean. If the inquiry with the instructor and the appeal to the division chair or dean is not satisfactory, the student may file a formal grievance according to the guidelines listed under Grade Appeal.

A formal grievance must be submitted in writing to the Undergraduate Academic Dean within 15 class days of the fall or spring semester immediately following the semester during which the matter of grievance occurred.

Academic Integrity/Honesty

William Woods University, founded on the principle of honesty, has long endeavored to maintain an atmosphere of academic integrity. In all academic work, it is important that the ideas and contributions of others be appropriately acknowledged, and that work that is presented as original is, in fact, original. Ensuring the honesty and fairness of the intellectual environment at William Woods University is a responsibility that is shared by the entire campus community.

Students are expected to adhere to the highest standards of honesty in their behavior. The following are examples of dishonest behavior and violations of the principle of academic integrity. These are examples and do not exhaust all conduct that could constitute violations of this academic integrity policy.

Students are expected to refrain from:

1. Engaging in any academic work that is the product of joint effort, either inside or outside the classroom, not authorized by the instructor.

2. Plagiarism of any sort. You commit plagiarism by taking someone else's ideas, works, or other types of work product and presenting them as your own. You can avoid plagiarism by using proper methods of documentation and acknowledgement.
3. Cheating on an examination. You must not receive or provide any unauthorized assistance during an examination. During an examination you may use only materials authorized by the instructor.
4. Fabricate or falsify data or records. It is dishonest to fabricate or falsify data in laboratory experiments, research papers, reports, or other circumstances; fabricate source material in a bibliography or "works cited" list; or provide false information on a résumé or other document in connection with academic efforts.
5. Attempting to gain an unfair advantage concerning academic work, including but not limited to:
 - a. Unauthorized removal or defacing of material from a University room or service area.
 - b. Unauthorized use of equipment and or technology, i.e., advanced calculators, computers, etc.
6. Engaging in other forms of deceit or dishonesty. For example, do not submit the same work for more than one course without explicitly obtaining permission from all instructors. Do not request any academic benefit, including an extension of time, a better grade, or a recommendation, from an instructor when the request is based on false information or deception.
7. Do not engage in any other form of academic misconduct not covered here. If you are ever in doubt, ask the instructor for guidance.

Faculty Responsibility

Faculty are strongly encouraged to report incidents of student academic misconduct so that the incident may be handled in a consistent, fair manner, and so that substantiated charges of misconduct may be noted in the student's record.

Procedure for filing a Complaint on the Basis of a Violation of Academic Integrity/Honesty

1. Any member of the University community may file a complaint alleging a violation of the Academic Integrity Policy.
2. The complaint shall be in writing and provide sufficient information for a review by the Undergraduate Academic Dean or Division Chair.
3. The complaint shall be directed to the Undergraduate Academic Dean or Division Chair within thirty days of the discovery of the alleged violation of the Academic Integrity Policy.
4. The Undergraduate Academic Dean or Division Chair shall review the allegation and, if it appears credible and further action is warranted, shall provide a copy of the allegation to the accused student and shall promptly schedule a meeting with the student.
5. The Undergraduate Academic Dean or Division Chair (or his/her designee) shall promptly investigate the allegations. If the allegations are valid, the Undergraduate Academic Dean or Division Chair shall impose a sanction.

6. The sanction for violation of this policy shall be determined by the severity of the violation of this Academic Integrity Policy. Sanctions can range from a formal written reprimand, to failure of the course, and in serious cases, suspension or expulsion from the University.
7. If an allegation is determined to be valid, a copy of that determination shall be retained with the student's official academic records. If a suspension or expulsion occurs, that shall be recorded on the student's transcript.

Academic Warning, Probation, and Suspension

Warning

Any student who fails to earn at least a 2.00 grade point average for the semester will receive notice of academic warning. Academic warning is an official notice that the work for that semester was below the 2.00 minimum cumulative GPA required for graduation.

Probation

A student whose cumulative GPA falls below 2.00 will be placed on academic probation.

Suspension

If probationary status continues for more than one semester or if the GPA for a semester falls significantly below the corresponding GPA of 2.00, the student will be subject to academic suspension.

Suspensions, unlike Academic Dismissals, carry enabling provisions which, at the student's initiative, allow the suspension to be formally reconsidered and imply the possibility of the resumption of study. A suspended student may not apply for re-admission to the University for at least one academic year and must submit a written rationale for re-admission to the Undergraduate Academic Dean to be considered for re-admission.

Should the GPA of a suspended student who has been authorized to resume study fall below 2.00, this will result in Academic Dismissal rather than Academic Suspension.

Appeal

Students may appeal academic probation or suspension if unusual and/or mitigating circumstances have affected academic progress. Examples of such circumstances are: severe illness, an injury that has affected student performance, an illness or injury of a student's immediate family member, death of a relative, student deployment or activation into military service, or other circumstances that have caused a student not to meet academic progress requirements. All appeals must be submitted in writing to the Undergraduate Academic Dean. The appeal should clearly address the circumstances that led to the action. Students must appeal within one (1) month of notification of academic probation or suspension.

Adaptation of Regulations to Varying Formats

University degree programs employ a variety of instructional delivery systems, formats, and schedules. These variations, commonly described as non-traditional delivery formats, are attributable to the University's commitment to maintaining programs which effectively accommodate students whose life and professional circumstances preclude participation in a traditional format.

When maintaining non-traditional delivery formats intended to serve non-traditional students, the University maintains a rigorous proactive commitment to ensuring that its undergraduate programs are conducted, without regard to delivery format or student circumstances, in a manner thoroughly consistent with standards commonly acknowledged within the American higher education community as appropriate or mandatory for undergraduate education.

The regulations stated herein are broadly stated, but are applicable to all undergraduate students of the University without regard to the specific delivery format employed by the program in which they are enrolled. Questions which arise regarding the applicability of specific regulations to specific delivery formats and programs may be addressed to the Undergraduate Academic Dean.

Applicability of Degree Requirements

The degree and continuation requirements in effect at the time of declaration remain in effect as long as the student maintains sustained (uninterrupted) enrollment. If study is interrupted for any reason, including academic suspension, the student when resuming study may be subject to any or all of the new requirements instituted since initial enrollment. The Undergraduate Academic Dean determines the applicability of new requirements at the time the student resumes study.

Attendance Policy

Traditional Program Class Attendance Policy

Programs of instruction at William Woods University require regular attendance and active student participation in classes, laboratories, and applied instruction. In support of this, all classes will have an attendance policy, as described by the faculty member in the course syllabus.

Students attending University-sanctioned events are not to be counted as unexcused; however, students are expected to notify instructors in advance and make up all work within the time period specified by the instructor. For all absences, it is the student's responsibility to meet with the instructor and make up any work missed.

Online Course Attendance Policy

The online model of instruction requires active student participation for successful completion of the course/program. All work will be due on the original due date (unless prior arrangements have been made with the facilitator) along with any make-up assignments given by the facilitator.

Students who do not communicate with instructors via class discussions, chat rooms, or emails for one week during the course will be required to complete make-up work as assigned by the instructor. Student course grades will be reduced by one letter grade for each subsequent week they do not participate.

Books and Instructional Materials

Students are required to purchase correct books and materials for each course as listed in the course syllabus before the first class meeting. Book information is available through eCampus and published simultaneous with the course schedule. Information regarding ordering books from eCampus, is provided to students when commencing their programs of study. However, students are not obligated to use eCampus as a book source and may, if they choose, obtain their books from another provider.

Changes in Policies, Procedures, and Programs

The policies, procedures, and programs in the current University Catalog supersede the previous policies, procedures and programs. The University retains the right to change policies, procedures, and programs, without prior notification and to promulgate such changes in its most current University Catalog.

Changes are effective as of the date of publication unless another effective date is specified at the time of publication; such changes are immediately applicable to all students of the University admitted subsequent to the date of publication and immediately to all other students if the change is a clarification, elaboration, restatement, or issuance of an existing regulation or policy of the University.

Conduct

The University is a community of scholars in which the ideals of freedom of inquiry and freedom of the individual are sustained. However, the exercise and preservation of these freedoms requires respect for the right of all in the community to enjoy them to the same extent. It is clear that in a community of learning, willful disruption of the educational process, destruction of property, and interference with the orderly process of the University or with the rights of other members of the University cannot be tolerated. Students enrolling in the University assume an obligation to conduct themselves in a manner compatible with the University's function as an educational institution.

Conduct for which students are subject to sanctions falls into the following categories:

1. Obstruction or disruption of teaching; disruption to the educational, administrative, and other activities of the University, including its public service functions on or off campus.

2. Physical abuse or other conduct which threatens or endangers the health or safety of any person.
3. Disruptive or disorderly conduct or lewd, indecent, or obscene conduct.
4. Failure to comply with directions of University officials acting in the performance of their duties.
5. Harassment and abuse, directed toward individuals or groups, which may include at least the following forms: the use or threat of physical violence, coercion, intimidation, and verbal harassment and abuse.

The jurisdiction of William Woods University shall be limited to conduct that occurs on the William Woods University premises or at University-sponsored or University-supervised functions. However, nothing restrains the administration of William Woods University from taking appropriate action, including but not limited to the imposition of sanctions against students, faculty, staff, and visitors. Students are responsible not only for their conduct, but also for the conduct of any guest they bring on campus.

Declaration of Major/Minor

Students indicate an intended major/minor at the time of their initial enrollment. Thereafter, a change of major/minor is processed through the Office of the Registrar. Students must declare a major prior to their registration as a junior.

Double Major/Minor Policy

Any student interested in pursuing a second major simultaneously should declare a primary major and a secondary major with the Office of the Registrar. If the two majors are under different degrees the student will have to declare the degree of the primary major.

Electronic Devices in Class

Use of personal or University electronic devices is at the discretion of the instructor. Refer to the course syllabus for details.

Grievance Policy

Students have the right to request a review of academic and non-academic policies, programs, or incidents that are of a grievous nature and do not pertain to any other specific University policy. Issues involving sexual harassment and grades are dealt with through separate policies.

A grievance report (see criteria below) should be submitted to the Undergraduate Academic Dean if it is within one week of the reported incident. An initial effort will be made, within one week, to resolve the issue through dialogue and mutual consent. If this process does not provide for satisfactory resolution, a grievance committee will be formed and the matter will be forwarded to it.

Within one week of receipt, the grievance committee will review the issues outlined and will determine whether there is sufficient cause to warrant a committee hearing.

Should the determination be made that a hearing is warranted, the hearing will be held within two weeks from the committee's receipt of the documentation.

The grievance committee will be appointed as needed, and will be composed of representatives from various University divisions, departments, and constituencies including, but not limited to, the Director of Academic Advising, program administrators, and program faculty. If appropriate, the University Judicial Council or the conflict resolution procedures may be used.

Grievance criteria:

- Must be in written form.
- Must be dated and signed.
- Must contain specific details as to what the complaint is about and what results are requested.

Complaints may also be filed with the following (certain limitations may apply):

The Missouri Department of Higher Education serves as a clearinghouse for postsecondary student complaints. The MDHE complaint policy may be found at <http://www.dhe.mo.gov/documents/POLICYONCOMPLAINTRESOLUTION.pdf> This webpage contains information about the complaint process and includes instructions for how to file a formal complaint. Note that the policy provides that a student who wishes to file a complaint with the department must first exhaust all formal and informal avenues provided by the institution to resolve disputes.

William Woods University is accredited by the Higher Learning Commission <http://williamwoods.edu/about/accreditation.asp>. For information regarding an accreditation complaint please consult the Higher Learning Commission website at <http://www.ncahlc.org/Information-for-the-Public/complaints.html>.

Their contact information is as follows

The Higher Learning Commission,
230 South LaSalle Street, Suite 7-500,
Chicago, Illinois 60604-1413,
Phone: 800.621.7440 / 312.263.0456.
Fax: 312.263.7462
info@hlcommission.org

Plagiarism

William Woods University, founded on the principle of honesty, has long endeavored to maintain an atmosphere of academic integrity. In all academic work, it is important that the ideas and contributions

of others be appropriately acknowledged, and that work that is presented as original is, in fact, original. Ensuring the honesty and fairness of the intellectual environment at William Woods University is a responsibility that is shared by the entire campus community.

Plagiarism is a breach of academic integrity. For more information on plagiarism and its relationship to academic integrity, please refer to the Academic Integrity policy.

Second Baccalaureate Degrees

William Woods University does, under specified circumstances and conditions, admit students to study for a second baccalaureate degree. A second baccalaureate degree, in addition to other requirements, requires the possession of a completed baccalaureate prior to admission and no less than 30 credit hours of academic work subsequent to the award of the first degree.

The University does not permit, under any circumstances or conditions, simultaneous study for two baccalaureate degrees. Students who pursue double majors with different degree designations must select one or the other degree designation. They may not select both. A double major does not constitute a double degree or a second degree.

Standard of Student Responsibility

Undergraduate students are expected to read and to comply with published program and University regulations, including the Academic Catalog and the Student Handbook. Enrollment in an undergraduate program of the University carries with it the implication that the student has reviewed and agrees to comply with applicable regulations.

Every undergraduate student is expected to observe the highest standards of personal and academic conduct. The University cannot accept the responsibility for the education of any student who is not in sympathy with the purposes and regulations of the University or whose conduct is disruptive to the education of others.

The University reserves the right to exclude any student whose conduct or academic standing it regards as undesirable and without assigning any further reason thereto; in such cases, the fees due or which may have been paid in advance to the University will not be remitted or refunded in whole or in part. Neither the University nor its officers shall be under any liability whatsoever for such exclusion. Such exclusions are termed "disciplinary suspension." Any student facing disciplinary suspension shall be considered persona non grata on campus and at off-campus class/course locations except for official business.

The regulations stated herein are broadly stated but are applicable to all undergraduate students of the University without regard to the specific delivery format employed by the program in which they are enrolled.

Academic Courses and Credits

Auditing

Auditing a class may occur only in special circumstances. Studio classes, laboratory courses, field experiences and internships, clinicals, riding classes, practicums, activity courses, and courses offered through the Graduate College may not be audited. The availability of space is established on the last day on which add/drop decisions may be made by regular students of the University (typically five days from the start of instruction). Students who wish to audit a class should complete a non-degree seeking application and pay the \$25 application fee. Application should be made through the Office of Enrollment Services. The tuition for auditing a class is \$50 per credit hour. Any special course fees are also applicable. Students may audit only one class per semester and may not change their auditing status after the class has started. Students who wish to audit a class may register on a space-available basis and are subject to registration policies and deadlines for add/drop, etc.

Clinical Experiences

Students will be admitted to clinical experiences at the discretion of individual programs and divisions. Divisions may require students to comply with all academic and professional conduct requirements as determined by the division. Clinical experiences, whether or not required for completion of a degree program, are a privilege, not a right.

Each division which provides for a clinical experience shall have the authority to deny or terminate a student's participation in the clinical experience for failure to maintain or achieve the academic requirements, and/or failure to adhere to the required professional conduct.

Correspondence Courses

Correspondence courses are not available through the Mid-Missouri Associated Colleges and Universities exchange. Correspondence courses fall under the guidelines of transfer credit.

Course Load and Overload

The unit of college credit for all courses completed at William Woods University is the semester hour. The normal course load for full-time students in fall and spring semesters is 15 credits per semester,

with full-time status in the range of 12-18 credits. The full-time status range for the summer semester is 6-12 credit hours. A student is permitted to enroll in one online class per online session.

Students on academic probation may be required to limit their schedule of classes by the Undergraduate Academic Dean.

Class loads in excess of the maximum established for each semester are reserved for students with at least a 3.00 GPA. A course load exceeding 18 credit hours per semester (12 hours per summer semester) is considered an overload, which must be approved by the Undergraduate Academic Dean prior to registration. Students will be billed a per credit tuition charge for overload credits in the fall and spring semesters.

Developmental Courses

Courses with a course number below 100 are developmental courses designed to prepare students for college-level English composition and math requirements. Students are placed in these classes based upon their English and math sub-scores on the ACT or the verbal and math sub-scores on the SAT. The Undergraduate Academic Dean may designate an alternative instrument to be used for placement if the student's ACT or SAT scores are more than the five years old. Students placed in these courses are required to take them. Successful completion of these courses is a strong indicator that students are prepared for college coursework: therefore, dropping these courses is not an option.

Developmental courses carry an institutional credit value and will count towards the student's full time status. Developmental course grades are included in calculation of the grade point average. Hours do not count as degree credit towards the minimum hour requirement for the Associate or Bachelor's degrees.

Documentation of Undergraduate Work at Other Institutions

Official transcripts of undergraduate work by each institution granting credit are the only documentation accepted by the University. Undergraduate transcripts issued by one institution which include or note undergraduate coursework completed at another institution and applicable to its programs are relevant only for the coursework completed at the issuing institution. As part of the application process for a degree program, students must submit official transcripts from all undergraduate institutions attended. Faxed transcripts and transcripts issued directly to students are not accepted.

Dual Enrollment

Through dual enrollment, select high school juniors and seniors have the opportunity to complete college-level courses on the William Woods campus. Admission into this program is restricted to high school junior and senior level students with a 19 composite ACT score or a 3.00 minimum high school GPA, plus a counselor recommendation. Enrollment is limited on a space available basis, and excludes courses for which necessary prerequisites have not been met. Those interested in dual enrollment should make arrangements with the appropriate secondary school officials and, in consultation with them, identify a course for study. Tuition for the dual enrollment program is \$75 per credit hour.

Finals Schedule/ Alternative Schedule

During the final week of the semester, classes meet according to the alternative schedule that is available on the Office of the Registrar's webpage. Print copies are also available in the Office of the Registrar. The alternative schedule provides a format for comprehensive assessment of learning and for other instructional activities. The week of the alternative schedule is a required portion of the instructional time that comprises the full semester. Faculty and students are required to meet during this scheduled period.

Independent Study

An independent study course is designed to offer degree-seeking juniors and seniors who have at least a 3.00 GPA additional learning opportunities. It is a customized course designed by the student in consultation with the advisor and instructor and is offered for subjects or activities not included in the current William Woods University catalog.

The following policies apply:

1. The independent study must be developed in the student's academic major or minor.
2. Students must register for independent study courses during regular registration and must complete the course by the last day of classes that semester.
3. A student is allowed to take no more than 6 credit hours of independent study.
4. The student will develop a plan of study listing instructional objectives; an outline of the proposed subject for study; an outline of major projects, activities, and assignments including a reference to deadlines; a proposed schedule for meeting with the professors; and a description of the basis for evaluation.
5. Independent studies are subject to the usual tuition charges and to an additional per credit hour fee.
6. Requests for independent studies must be processed on official forms available at the Office of the Registrar and must be approved by the Undergraduate Academic Dean.

Internships

Internships provide the opportunity to relate work activity to educational objectives. Internships of varying design and length are available to students from many academic majors. Such internships provide a practical learning experience as a supplement to classroom instruction. The internship is also a way to test a career choice or to get a foot in the door for a potential job offer.

Students interested in completing an internship must meet the criteria required by their major program and have approval of the faculty member supervising the internship, and the division chair. Students interested in registering for internships need to plan early in order to secure an appropriate work situation and gain approval.

Mid-Missouri Associated Colleges and Universities (MMACU) Exchange Enrollment

An agreement among five member institutions of the Mid-Missouri Associated Colleges and Universities (MMACU) permits students from William Woods University to enroll in courses offered at the University of Missouri-Columbia, Stephens College, Lincoln University, and Westminster College.

The enrollment exchange allows students to take advantage of specialized offerings at MMACU institutions. To qualify for the exchange, a student must be enrolled full time. Students are restricted to regular courses. Special workshops, adult education courses, and correspondence courses are not included in the exchange.

Requests for MMACU exchange enrollment must be signed by the faculty advisor and approved by the Office of the Registrar. Credit and the grades are tabulated in the student's cumulative grade average. Registration guidelines, policies, and restrictions are available from the Office of the Registrar.

Borrowing privileges at MMACU member libraries are also available to WWU students. Students must obtain a letter of introduction from the Dulany Library circulation desk before visiting an MMACU Library.

Repeated Course

A student may repeat a course to attempt to achieve a higher grade. Only the credit for the latest attempt is counted toward graduation and computed in GPA. However, both the previous grade and the grade received in the repeated course, with appropriate notations, will appear on the transcript.

Schedule Changes

After the regular registration period ends, students may change their schedules via written request to the Office of the Registrar up until the course begins. Once the course has begun, students will be able to request to add/drop courses during the first week (5 business days) of the course. Students taking three-week summer courses may add up through the end of the business day of the first day of class and drop through the end of the second meeting day.

Schedule change requests must be submitted in writing. Students will not be charged tuition for courses dropped during this period. A fee is charged for each add and drop transaction.

Tutorial Course

The tutorial course is designed to offer degree-seeking juniors and seniors the opportunity to take a course listed in the current William Woods University catalog, but out of the regularly scheduled sequence. A tutorial course will be considered for approval after other options, such as course substitution, have been considered. A tutorial is not designed to allow a student to forego a regularly scheduled class, and may not be used to meet William Woods University's general education requirements, but is available as a last resort.

Courses approved for a tutorial must meet one of these criteria:

- The course is not offered on a regular rotation;
- The course will not be taught in the following semester; or
- The course is needed by a senior with conflicting courses.

The following policies apply:

- A student who has previously dropped a course may not petition to take that same course as a tutorial.
- Students must register for tutorial courses during regular registrations and must be processed on official forms available at the Office of the Registrar and must be approved by the Undergraduate Academic Dean.
- Divisions and departments are not obliged to provide tutorials upon a student's request.
- A student is allowed to take no more than 6 credit hours of tutorial coursework.
- Tutorial courses are subject to the usual tuition charges and to an additional fee per credit hour.

- Tutorials are not available to students who are participating in degree completion programs.

Waiver of Degree Requirements

Waivers or substitutions of major or minor requirements must be authorized by the Undergraduate Academic Dean or Division Chair. However, the requirements for total credit hours and grade point average or 2.0 or better may not be waived.

Academic Performance

Academic Honors

An Academic Awards Convocation to recognize the outstanding academic achievements of students and faculty is held each spring. A variety of student academic awards are presented during this celebration. The Faculty Award is presented to the graduate magna cum laude or summa cum laude who, in the estimation of the faculty of the University, has evidenced exemplary devotion and commitment to the life of the mind. Faculties of the various disciplines may, but are not obligated to, designate one graduating senior as a Distinguished Scholar. While eligibility requires a minimum cumulative grade point average of 3.40, the faculty may consider other relevant academic factors and variables in the selection process.

The Dean's List is used for special recognition of students whose records of scholastic achievement are exceptional. To qualify for the Dean's List, students must be enrolled full time and earn a minimum of 3.60 semester and cumulative GPAs. The Dean's List is prepared at the end of the fall and spring semesters and students are recognized at the Honors Convocation each spring.

Baccalaureate honors are awarded after each commencement to baccalaureate students who meet the following criteria: 1) student has completed 60 hours of coursework at William Woods University, 2) student has earned a cumulative GPA of 3.60 or above. Students whose cumulative GPA is 3.60 - 3.74 qualify for Cum Laude; students whose cumulative GPA is 3.75 - 3.89 qualify for Magna Cum Laude; students whose cumulative GPA is 3.90 or above qualify for Summa Cum Laude. Graduation honors are printed on transcripts and are shown by a special seal affixed to the diploma.

Assessment of Prior Learning

The University recognizes that knowledge may be systematically acquired in a variety of ways that do not involve or entail a formal classroom or instructional setting. The University also acknowledges that knowledge so acquired may relate directly or specifically to undergraduate curriculum and degree requirements.

The University maintains formal procedures for the assessment of prior learning and allows up to 36 credit hours to be applied toward its undergraduate degree using these procedures.

Credit for prior learning may be acknowledged in instances in which a substantive relationship can be documented between knowledge gained experientially and the various realms of instruction represented in the curriculum of the University.

Limitations

The University permits credit awards to recognize systematic learning which has been accomplished experientially. As much as prior learning may impact upon the course of study, it is critical that assessment of prior learning be undertaken and completed before or shortly subsequent to admission and enrollment in course work. Thus, in addition to restrictions placed on the number of credit hours that can be awarded to prior learning, the University restricts the time period in which prior learning assessments and portfolio reviews may be undertaken. Assessments, portfolio reviews, and credit awards must be accomplished during the first 15 credit hours of study at the University subsequent to enrollment in an undergraduate degree completion program through the Graduate College. BMT 339 (3 credit hours), which is required of students seeking credit awards for prior learning, is included in these 15 hours.

Grade Appeal/Grade Changes

Grade Appeal:

Students who believe a grade has been assigned in error or who wish to have a grade reviewed must first submit their concerns in writing to the instructor within two weeks after the receipt of grade. The instructor shall then have 15 days in which to reply in writing. If there is no response, the student should speak with the Undergraduate Academic Dean or Division Chair. If a mathematical, recording, or other technical error is discovered, the instructor may recommend an appropriate grade change to the Office of the Registrar. This should be completed within 30 days after the end of the semester.

If the grade is still in dispute, the second step is for the student to discuss the grade with the division chair or program director, or if the Dean or Division Chair is the instructor, the student should submit a written appeal to the Undergraduate Academic Dean. If, after meeting with the division chair or program director, the student still disputes his/her grade, the next step is for a written appeal to be submitted to the Undergraduate Academic Dean. The appeal must allege:

- that a computational, recording, or other technical error has been made but not acknowledged by the instructor; or
- that the grade has been assigned in an arbitrary, capricious, or vindictive manner, or in a manner intended to inappropriately manipulate or control the student.

No other grounds for appeal exist. The appeal should include copies of all correspondence between the student and the instructor regarding the grade, plus any other supporting documents. A copy of the appeal will be submitted to the instructor. If the Undergraduate Academic Dean determines that sufficient evidence exists for a review, a subcommittee of the Academic Council will undertake a review within 20 days. The findings of the Academic Council subcommittee are shared as recommendations to the instructor and with the Undergraduate Academic Dean. The Undergraduate Academic Dean has the final decision on a grade appeal.

Grade Changes:

Once grades have been submitted to the Office of the Registrar, they may be changed for one of three reasons:

1. to change an incomplete grade to a letter grade,
2. to correct a mathematical or clerical error, or
3. to accommodate a change resulting from an appeal.

Grading System and Grade Codes

A–Superior

B--Above average

C –Average

D--Below average

F–Fail

I–Incomplete Grade

R--Repeated course

CR--Credit without grade

W–Withdraw

TR--Transfer course

AU–Audit

Quality Points and GPA:

The academic grade point average (GPA) is determined by multiplying the quality points assigned to each letter grade (A = 4; B = 3; C = 2; D = 1; F = 0) by the credit for each course. The resulting total quality points divided by credit hours attempted produces the grade point average. The grade of F carries no quality points but the credits attempted are calculated into the student's grade point average. Grades of I, CR, W, do not carry quality points, are not tabulated as hours attempted, and do not affect the grade point average.

Transfer credit is not included in the GPA calculation.

Incomplete Grade

The Incomplete grade may be issued only in special circumstances, defined as circumstances beyond the student's control, which, toward the end of the course, prevent the student from finishing a small portion of the work required to complete the course within the established course schedule. The

Incomplete is never granted for purposes of convenience or to enable the submission of long overdue work.

The Incomplete grade carries no quality points and does not figure into the grade point average.

The obligation to remove an incomplete grade rests exclusively with the student. It is the instructor's responsibility to assign the time period within which the student's work is to be completed (within 15 days of the start of the next semester for semester long courses or within four weeks of the last class session for eight-week courses). An Incomplete grade that is not removed by the deadline will be converted to the grade indicated on the Incomplete Coursework Form turned in by the instructor to the Office of the Registrar.

In extraordinary circumstances, those in which it can be unequivocally demonstrated physical or mental incapacity prevent the student from removing the Incomplete within the four-week period, the Undergraduate Academic Dean may extend the period in which the obligation might be satisfied for another three weeks; or subsequent to determining that incapacity will prevent the student from satisfying the obligation within such a period, the Undergraduate Academic Dean may authorize a Withdrawal from the course. The determination to extend or to authorize Withdrawal must be made only if formally requested by the student or an authorized representative of the student. The obligation to seek such actions rests exclusively with the student.

Quality Points and GPA

The academic grade point average (GPA) is determined by multiplying the quality points assigned to each letter grade (A = 4.00; B = 3.00; C = 2.00; D = 1.00; F = 0.00) by the credit for each course. The resulting total quality points divided by credit hours attempted produces the GPA. The grade of F or FSA carries no quality points but the credits attempted are calculated into the student's GPA. Grades of I, CR, W, WP, and WF do not carry quality points, are not tabulated as hours attempted, and do not affect the GPA.

Transfer credit is not included in the GPA calculation.

Undergraduate Grading Standard: In considering student performance and in determining suitability for continued study or degree award, the University is attentive to the cumulative GPA grade point average and the patterns of grades that yield the average. The University requires a cumulative GPA of 2.00 for program continuation in good standing and to be awarded a degree. Additionally, the University requires a pattern of grades which documents consistent performance in courses at or above the 2.00 level.

For students enrolled as online degree students, GPA will be calculated in May and December for the purposes of determining warning, probation, or suspension.

Only credits received for coursework in which performance was assessed at D or higher counts toward or are applicable to degree credit hour requirements.

Student Outcomes Assessment

The University is committed to helping students achieve academic success and to improving academic programs and instruction. The University annually assesses each major program and regularly assesses all general education areas. Entering and exiting students are also assessed. The feedback from this assessment program helps faculty to actively manage the curriculum and the instructional process.

Most of the academic majors include a capstone course which focuses on the integration and application of prior general education and major program learning.

Academic Progress

Academic Progress

Faculty will provide periodic feedback concerning academic progress through coursework, assignments, and examinations. Students are expected to monitor their progress in each course by noting their performance on assignments and examinations. Students are encouraged to discuss their progress in each course with their instructors and their academic advisors, particularly when deficiencies are apparent. The University has established the Care and Action for students team (CARE) as a method to intervene and help support students facing challenges in making successful academic progress. Students are responsible for informing parents or guardians about their academic progress. The official procedure to notify students of academic progress is the semester grade report. If a student fails to make adequate academic progress, the Director of Academic Advising may assign them a CARE advisor to monitor academic progress.

Application for Readmission

Any student who has withdrawn, departed without withdrawal, or have been subjected to academic dismissal may submit an application for readmission to the Office of the Registrar. Readmission may be permitted, but the conditions of readmission may vary appreciably depending upon the manner in which the student left the institution.

Successful applicants for readmission who were on academic probation when they withdrew will be readmitted on probation. This will be a conditional acceptance.

Students who are readmitted will follow all academic requirements in effect at the time of readmission.

Satisfactory Academic Progress

Students must make Satisfactory Academic Progress (SAP) towards earning a degree as stipulated in the chart below to receive financial aid at William Woods University from all Federal, State, and institutional programs. Academic Scholarships funded by WWU are renewed based on the renewal criteria outlined on the Scholarships and Awards Program information sent to students at the time of the initial award notification.

Total hours completed and recognized by WWU for degree completion	0-29	30-59	60+
Minimum Cumulative GPA	2.00	2.00	2.00
Minimum % of total hours completed	67	67	67
Maximum total hours attempted allowed to complete	150% of the specified degree programs published		

degree requirements for current primary program of study	length of completion
--	----------------------

Title IV SAP Evaluation

1. Title IV SAP is calculated after each semester/payment period following the student's first term of enrollment as a regular degree-seeking student, including new students who are admitted on academic probation.
2. Quantitative (hours attempted and earned) and qualitative (cumulative GPA) SAP progress is measured.
3. Changes in major may alter your SAP status, which is based upon the current degree level pursued; therefore, if you change your major, you may be permitted to go beyond the published length of completion.
4. Students meeting the standards listed above when calculated are in Title IV SAP good standing. If either the quantitative or qualitative measures are not met, the student is not in good SAP standing.
5. Students may receive one semester of probation. During the probation the student will receive Title IV aid. If the student does not meet the SAP standards the subsequent semester, the student will be placed on SAP suspension.
6. Title IV SAP Suspension is the consequence for students who do not meet the requirements as shown above. They are ineligible for financial aid during the period of suspension. (See Appeals.)
7. Rules are applied uniformly to all students for all periods of enrollment, whether or not aid has been previously received.
8. Students who are on academic dismissal are not Title IV eligible. (See Appeals and Reinstatement)
9. Title IV Eligibility is reestablished after the student improves his or her academic record to meet the minimum standards or an appeal due to unusual and/or mitigating circumstances is approved.
10. Students are notified by a letter from the Office of Student Financial Services (SFS) if Title IV eligibility is in question. Please contact the SFS Office if questions arise.

Grades

1. All courses taken at WWU are counted as hours attempted. This includes courses which end as incomplete, failed, or withdrawn. Repeat courses will show in attempted hours once. Dropped courses will not be reflected in attempted hours.
2. Only courses successfully completed are recognized by the WWU Office of the Registrar as acceptable for progress toward degree completion are counted as earned. This means hours earning grades of A, B, C, D, or F.
3. Courses not successfully completed are considered hours attempted and not earned. Unsuccessfully completion of credit hours means earning grades of F or W.

4. All courses designated as repeated for grade improvement count as hours attempted, but only count once if passed as hours earned.
5. Courses attempted repetitively for credit count as both hours attempted and passed as hours earned.
6. Audit and no-credit classes are ineligible for financial aid and do not count in Title IV SAP calculations.
7. The official institution GPA determined by WWU's Office of the Registrar is used for all qualitative measures.

Additional Earned Credits

1. All credit hours applicable to the current degree pursuit attempted through study abroad programs, off-campus programs, and through consortium agreements with other institutions count in both attempted and earned calculations.

Transfer Students

1. Transfer students with no grade history at WWU will enter on SAP Good Standing.
2. Transfer students with a grade history at WWU may be evaluated upon re-admittance.
3. Complete academic transcripts for work attempted at other institutions are expected to be submitted to the Office of Enrollment Services before the beginning of the first semester at WWU. A standard SAP calculation including this work and WWU hours will be generated by the next scheduled increment.
4. All accepted transfer hours will show as hours attempted and earned.
5. Students failing SAP will be placed on SAP Suspension, and they are ineligible for financial aid during the period of suspension. (See Appeals and Reinstatement)

Re-admit Students

1. Former WWU students who were not enrolled at WWU for the most recent semester will re-enter at the Title IV SAP status earned at the end of their last WWU enrollment.

Appeals and Reinstatement

1. SAP Suspension may be appealed if unusual and/or mitigating circumstances affected academic progress. Such circumstances may include a severe illness or injury to the student or an immediate family member, the death of a student's relative, student activation into military service, or other circumstances as deemed appropriate for consideration by the SAP Appeals Committee.
2. To appeal, the student must submit a letter to the Office of Financial Aid no later than 15 business days before the beginning of the semester for which reinstatement is desired. This should explain in detail why the student failed to meet the minimum academic standards, what unusual and/or mitigating circumstances caused the failure, and how his or her situation has improved.
3. The SAP Appeals committee decision will be sent to the student by mail or electronic means.

4. Appeal approvals will give the conditions and timeframe for maintaining aid eligibility.
5. Students with approved appeals will be placed on SAP probation for the next enrollment period. At the end of that enrollment period, the student's SAP status will be reevaluated. In order for the student to remain eligible for financial aid, the student must be meeting the SAP standards or successfully following the academic plan provided in the SAP probation letter.
6. SAP Appeals committee decisions cannot be appealed to another source.
7. Students who raise their cumulative standards to equal or exceed the minimum requirements should contact the Director of Financial Services to see if they may be reinstated to SAP Good Standing from that point forward.
8. The SAP Appeals committee members are the Dean of Student Life, Undergraduate Academic Dean, Registrar, and Director of Student Financial Services.

Time Limitations on Degree Completion

University undergraduate programs emphasize preparing skilled, systematic, and informed practitioners who can employ contemporary methods, techniques, and technologies and systematically assess emerging methods, techniques, and technologies. Undergraduate students are expected to complete their degree programs within five years of the onset of study. Students continuing beyond five years may be required to repeat previously completed course work or to complete coursework not required at the time of their initial admission. Students are cautioned that, ordinarily, the applicability of undergraduate coursework to graduate degrees awarded by the University expires five years after completion.

Waivers of the time limitations for degree completion may be made by the Undergraduate Academic Dean.

Withdrawal from a Course

Students who wish to withdraw from a course must notify their academic advisor and submit the official schedule change form or written request to the Office of the Registrar. A grade of "W" will be entered. W grades do not count in the student's semester or cumulative GPA. The withdrawal is not official until the paperwork is processed through the Office of the Registrar. A student who simply stops going to class or who fails to submit the request according to the deadline will receive a letter grade based upon the entire semester/ term's work.

The scheduled deadline to withdraw from a 16-week semester long course is approximately 10 weeks into the course. Comparably, students in eight week courses will have through the end of the 5th calendar week of the course to withdraw with a W grade. Students who are enrolled in

the course on or after the first scheduled day will be charged full or a prorated tuition for courses dropped after the first week (5th business day). Students who are enrolled in a three-week summer course on or after the first scheduled day will be charged full tuition for courses dropped after the end of the second meeting day. Failure to attend/participate does not exempt tuition/fee charges.

Withdrawal from William Woods University

Students who wish to withdraw from William Woods University must complete the formal withdrawal process by either contacting the Office of the Registrar or completing the forms online via OwlNet. Students may withdraw from the University during the first 11 weeks of the semester; exact dates are shown in the online academic calendar. A grade of W will be entered for all current courses. W grades do not count into the student's semester or cumulative GPA.

Students who have withdrawn from the University must apply for readmission to resume study. If program or degree requirements have been changed since the student's initial enrollment, the student may be required to satisfy the current requirements upon readmission.

Students who are forced to withdraw due to medical reasons, may, with proper documentation and a letter of readmission, register with their class of current students upon returning to WWU within one year of withdrawal. They may also continue under the catalog requirements under which they began their studies at the University.

Departure without Withdrawal:

- Non-Registered Student Departure: Students not registered for classes by the end of first week of classes will automatically be withdrawn from the University.
- Registered Non-Attendance Student Departure: Students who have not attended any of their registered class during the first two weeks of the semester will automatically be withdrawn from their courses and the University as a non-returning student.
- Registered Attending Student Departure: Students who have attended some of their registered classes will be considered an attending student for the semester. These students who terminate attendance without formally withdrawing from a course or courses by the deadline are assigned the grade that they earned, which will be calculated into their GPA.
- Non-returning Part-time Students: Part-time students and MMACU students will automatically be withdrawn after one year of non-attendance.

Medical and Mental Health Withdrawals

William Woods University cares about the physical and mental health of its students. Therefore, health and counseling services are available on campus. At times, however, a student may experience such

extreme medical or psychological conditions that the ability to function successfully or safely in the role of a student is significantly impaired. Students are encouraged to prioritize their health and safety and take steps toward recovery, even if academic progress must be delayed.

Medical Withdrawal

Students are encouraged to request a medical withdrawal when they believe their physical or mental health problems are preventing them from successfully engaging in and completing academic coursework; when safety is in question; or when the demands of university life are interfering with the ability to recover from or adjust to a significant physical or mental health challenge. This can occur anytime throughout the semester; however, it may be more difficult to gain approval for a medical withdrawal during the final three weeks of the semester.

Students interested in pursuing a medical withdrawal are encouraged to discuss this option with providers at WWU Counseling and Health Services, or they may independently initiate the process through the Director of Academic Advising. In the interest of gaining a better understanding of the student's need for a medical withdrawal, the University may require appropriate documentation and/or request for the student to sign appropriate release forms allowing designated WWU staff to consult with the evaluating and/or treating clinician(s) serving the student.

The majority of students completing a medical withdrawal must complete the clearance procedures below when returning.

Clearance Procedures

Most students who have received a medical withdrawal will need to complete the following clearance procedures before being allowed to return to the University. The following steps are designed to ensure that a health emergency no longer exists and a treatment plan for continuing good health and safety is in place.

- The student must be assessed by an appropriate outside professional whose opinions will be advisory to the University. The professional, who is selected by the student, must be a licensed psychologist or psychiatrist if evaluating mental health concerns, and must be a licensed physician if the evaluation is regarding other medical concerns. Students are encouraged to use WWU counseling and health services staff for referrals or assistance finding appropriate providers. Every effort will be made to consider a student's financial situation and insurance coverage in making referrals for treatment or evaluation. Further, all providers must be unrelated to the student and must have specialty/credentials appropriate for the condition of concern (e.g., an eating disorder or substance abuse specialist).
- To make an accurate assessment, before conducting the evaluation the provider must be given information relating to the precipitating events that led to the leave. This typically would involve the student signing a release allowing the University (e.g., the Health Center, Counseling Center,

or Dean of Student Life) to share information regarding relevant incidents or concerns and, if applicable, recent hospital records. The outside mental health or medical professional, with the student's written permission, must provide an assessment of current functioning of the student and provide written recommendations regarding:

- o given the precipitating events, the student's readiness to return to the academic and co-curricular demands of university life;
- o the student's readiness to live in the on-campus residential community;
- o ongoing treatment or testing needs; and
- o any conditions or restrictions that the University should impose.

NOTE: Documentation of the assessment (conducted within 15-30 days of application for re-entry) and documentation of required treatment completion must be provided to either the Dean of Student Life or WWU Counseling and Health Services two weeks prior to the beginning of any session.

- After the evaluation results and treatment documentation have been provided, the student must meet with a representative of WWU to be determined by the Dean of Student Life. This person is usually a member of the WWU Counseling and Health Services staff. The evaluation and the student's own perception regarding readiness to return, needs, and plans for treatment will be discussed. Additionally, the representative will consider how the outside evaluator's recommendations fit with the realities of student life at WWU and services that are available on campus or in the community. This meeting also ensures that those students requesting to return are aware of on-campus and community services available to address their needs.
- If the representative is unsure whether the student's needs can be met at WWU, he/she may refer the information to the Dean of Student Life. The Dean of Student Life may use any other processes or policies available to determine if recommendations for the student's success are compatible with the WWU living and learning environment and resources available on campus or in the community.
- WWU reserves the right to require the student to comply with a treatment plan recommended by the outside professional and/or WWU health care/mental health professional as a condition of returning. Review and monitoring of the student's required treatment plan may be assigned to a University designee assigned by the Dean of Student Life.
- If a student was living on campus prior to the emergency, approval for return to the University usually includes approval to return to housing. A student's on-campus housing status may be restricted if the student's behavior poses a health or safety threat to him/herself or others.
- If a student was required to complete specific treatment (e.g., eating disorder or substance abuse treatment), the student must provide documentation regarding the completion of this requirement.

Additional Considerations related to Academic Credit and Tuition Once appropriate documentation has been provided and decisions have been made regarding a student's status the Dean of Student Life will notify the Undergraduate Academic Dean of the need for a medical withdrawal and ability to successfully return. For all approved medical withdrawals, the student receives W (withdrawals) on the

academic transcript, or is completely dropped from classes, without any notation on the transcript of having left for medical reasons. Thus, a medical withdrawal will not affect the student's grade point average.

In addition to any documentation required in the above procedures upon return, the student must complete the application for readmission found on the Office of the Registrar's website. (If a student has attended another institution while on medical withdrawal they may need to reapply through the admissions office. The required documentation must still be submitted.)

Refunds for medical withdrawals shall follow the University withdrawal procedure found in the student handbook and on the website.

Academic Services

Academic Advising

The Director of Academic Advisement is a central source of information in all areas of academic programs and policies. The coordinator is available to meet with students who desire assistance in selecting a major or minor. Students undecided about a major or minor can receive help in selecting courses and exploring multiple programs of study. All new students are assigned a faculty advisor when they begin their academic coursework. Each faculty advisor assists students in setting goals, making knowledgeable career decisions, selecting a class schedule, and interpreting academic policy. Each student is advised according to University, divisional, and departmental requirements. The student's academic achievements and professional interests are also considered. The ultimate responsibility for complying with University regulations and for meeting degree requirements rests with the student.

Advising First Semester Students

All first semester freshmen are required to take WWU 101 Connections. The only exception are Honors students who enroll in WWU 150 in place of WWU 101. This course is designed to help students be academically successful, make connections with peers, staff and faculty, and develop life skills necessary for transition into the university experience. Topics relevant to academic success such as time management, test taking, and using the University catalog will be covered. Students may request to be reassigned to a faculty advisor in the academic division of their major following their first semester. These changes of advisors are processed by the Coordinator of Academic Advisement.

Alcohol and Drug Policies and Programs

In support of the educational mission of William Woods University, alcohol and drug policies and programs have been put in place to create a safe environment that supports the academic and social success of all students. For more information, students are advised to review the information at this link: https://www.williamwoods.edu/student_life/undergraduate_student_experience/campus_safety/Alcohol%20and%20Drug%20Policies%20and%20Programs.pdf

Instructional Support

The University offers tutorial support in writing skills, mathematics, and other academic areas. Workshops are offered on a wide variety of topics such as basic study skills, learning to use the library, writing a college paper, test-taking strategies, and time management.

The University provides instructional support through the computer labs, science labs, art studios, the language lab, the writing lab, and other specialized resources.

Americans with Disabilities Act

Disability Services

William Woods University is committed to providing reasonable accommodations to qualifying students, faculty, and employees with disabilities as required by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, as amended, as well as applicable state law.

Disabilities may include mental or physical impairments that substantially limit one or more of a person's major life activities, and which require modifications to the programs, services, or facilities of the University. Consistent with the law, William Woods University is not obligated to provide accommodations that are unduly burdensome or unreasonable, or that fundamentally alter the nature of the University's programs.

Students who choose to disclose a disability to the university and /or who request an accommodation must provide notice and documentation for the disability in accordance with the university's policy. The university's policy requires the following:

- Students who choose to disclose a disability are responsible for notifying the Office of Students Disability Services of their disability on a timely basis.
- Students are responsible for requesting academic adjustments and/or special aids on a timely basis.
- Students are responsible for giving the university appropriate supporting evidence of their disability and the requested academic adjustments or special aids on a timely basis.

Consistent with the applicable law, William Woods University is also required to provide a description of the services and facilities available to students with disabilities. Examples of the services available to students with qualifying disabilities include, but are not limited to, various accommodations related to receiving class notes, extended time to complete exams, and receiving texts in an alternate format.

Additionally, a variety of facilities are available to students with qualifying disabilities. Examples of these facilities include academic buildings, instructional facilities, and living spaces that are accessible to individuals with physical disabilities.

Questions concerning this policy should be directed to the Office of Student Disability Services, which is located in room 107 of the Academic Building. They may be contacted at:

Office of Student Disability Services

William Woods University

One University Ave

Fulton, Mo 65251

573-592-1194

ADA@williamwoods.edu

Degree Candidates (General)

Degree Candidacy

Students whose progress has brought them within 15 credit hours of degree program completion are formally accorded status as Degree Candidates. The designation is useful in describing student status to employers, prospective employers, certification and licensing agencies, and prospective graduate and professional programs. The status indicates simply that the award of the degree is imminent.

Candidacy status also indicates that the Office of the Registrar is conducting the appropriate final reviews to enable a formal recommendation to the Undergraduate Academic Dean that the appropriate degree be recommended to the President and Trustees of the University for issuance at a specific time and place.

Admission to candidacy does not imply the degree will be awarded. It implies only that the student has the capacity and capability to successfully and satisfactorily complete the final 15 hours of instruction and is expected to do so.

Students terminating enrollment within 15 hours of degree completion cease, at the time of termination, to be Degree Candidates.

General Requirements for Degree

In order to receive a bachelor's degree, students must complete at least 122 credit hours, at least 42 of which must be at the three hundred level or above. In addition, all general education requirements must be met. A year of a foreign language and a minor are required for students earning a Bachelor of Arts.

The final authority in determining the fulfillment of undergraduate requirements for Associate of Arts and Bachelor degrees offered by the University is the Office of the Registrar.

Policy for Upper-Level Classes

Baccalaureate degrees at William Woods University require an overall grade point average (GPA) of at least 2.00 on at least 122 semester hours of credit, a minimum of 42 upper division (junior/senior) semester hours, and completion of all requirements of the major and minor, if applicable.

Degree Completion

Graduation/Commencement

Students are required to apply for graduation during the fall or spring registration period before their last semester of coursework. This Petition for Graduation will prompt the Office of the Registrar to check total hours and minimum grade point average. It will also initiate the completion of the graduation checklist by the student's academic advisor. From this review, if a student is determined to be short any requirements, there will be time to make a schedule adjustment during the add/drop period of the student's final semester. Students who fail to register for graduation cannot expect a program audit, inclusion in the commencement program, or participation in the graduation ceremony.

Students who apply for graduation and who complete all degree requirements will be contacted in matters relating to diplomas, academic regalia, and commencement. The graduation fee is billed at the time of their final registration.

Diplomas will be ordered with the information confirmed by the student. Should the student wish to have a name change after diplomas have been ordered, it will be at the expense of the student.

Policy for "walking short"

Students may petition to "walk short" if they are within six hours of their requirements and they register to complete the missing requirement at WWU before the end of August. (IE: A student who walks short in May must complete requirements prior to the August conferral date, or their conferral date will be pushed back.) They must petition the Undergraduate Academic Dean in writing and provide their plans for completing the missing hours. If approved, they may participate in the ceremony.

If a student needs confirmation of degree completion before official conferral for any reason, the University will provide a letter stating that the student has completed all requirements for the degree. Upon request, the Office of the Registrar will provide letters of completion indicating that students have completed all graduation requirements, but their degree will not be conferred until the next graduation date. Degrees are conferred in May, August, and December only.

Petition for Graduation

Students are required to apply for graduation during the fall or spring registration period before their last semester of coursework. Students who fail to register for graduation cannot expect a program audit, inclusion in the commencement program, or participation in the graduation ceremony.

Family Education Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include:

- The right to inspect and review the student's education records within 45 days of the day the university receives a request for access.

A student should submit to the registrar a written request that identifies the record(s) the student wishes to inspect. The university official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the university official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

Further information on policies and procedures can be found at
http://www.williamwoods.edu/current_students/registrar/educational_rights.html

Sexual Misconduct/ Harassment Policy, Procedures, and Resources (Title IX)

Sexual Misconduct/Harassment Policy, Procedures and Resources

It is the policy of William Woods University that discrimination, harassment, sexual assault, domestic violence, dating violence, and stalking are not acceptable conduct at the University. The University is committed to maintaining a learning and working environment for its students, faculty, and staff that is free from discrimination, harassment, and sexual violence. In compliance with Title IX of the Education Amendments of 1972, Title VII of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, and other federal and state laws and regulations, the University does not discriminate or permit discrimination on the basis of any status or condition protected by applicable federal or state law, including race, religion, gender, nationality, ethnicity, age, sexual orientation, marital status, veteran status, or disability, in the administration of its educational policies, admission, financial assistance, employment, educational programs, or activities. The University also strictly prohibits harassment that is based on any of these characteristics, including Sexual Harassment and Sexual Violence as defined in this policy. The University will take reasonable steps to prevent and respond to reported violations of this policy as described herein, where the conduct reported may impact the educational, residential, or employment environment of members of the William Woods University community.

This policy applies to all faculty, staff, and students of the University. The procedures for addressing complaints and reports of discrimination, harassment, and Sexual Violence are included in this policy and are designed to consider the rights of both the complainant and respondent, the safety and well-being of all members of the William Woods University community, and applicable state and federal mandates. This policy covers conduct that occurs on or near property owned or operated by the University, at or in connection with a University-related event, or off-campus, if such conduct adversely affects the campus environment.

Definitions

Sexual Harassment: Sexual Harassment is defined as unwelcome conduct of a sexual nature, which may include, but is not limited to, unwelcome sexual advances, requests for sexual favors, sexual violence, and other unwelcome verbal or physical conduct of a sexual nature. Whether conduct is “unwelcome” is determined on a case-by-case basis. Examples of Sexual Harassment may include, but are not limited to, the following:

- Attempting to coerce an unwilling person into a sexual relationship;
- Repeatedly subjecting a person to egregious, unwelcome sexual attention;
- Punishing a refusal to comply with a sexually-based request;
- Conditioning a benefit on submitting to sexual advances;

- Gender-based bullying;
- Unwelcome sexual advances, including an invitation (even subtle) intended to result in a sexual liaison; invitations to dinner or social events when refusal results in the loss of a promotion or other adverse employment or educational action; and propositioning an employee or student;
- Unwelcome verbal conduct of a sexual nature, including sexually provocative or explicit speech, publicly expressed sexual fantasies, jokes of a sexual or crude nature, derogatory comments directed to males or females as a group, demeaning comments, threats for not agreeing to submit to sexual advances, and writing sexually explicit memos;
- Unwelcome physical conduct of a sexual nature, including grabbing or twisting an individual's arm; any unwarranted touching; sexually offensive pranks; drawing sexually explicit cartoons, other drawings or graffiti; gestures indicating sexual behavior, suggestive winks, and kissing; and
- Sexually exploitative behavior, which may include capturing or viewing, through any means, images of sexual activity, sexually explicit images, or another person's nudity without that person's consent.

Sexual Harassment is not limited to conduct by males toward females or faculty members toward students. For purposes of this policy, sexual harassment may occur between any or all of the following:

- Student and faculty member;
- Student and staff member;
- Faculty member and staff member;
- Male and male;
- Female and female; and
- Male and female.

Sexual Assault: Sexual Assault is defined as actual or attempted sexual contact (or threats of) with another person without that person's consent. Examples include, but are not limited to, the following:

- Intentional touching of another person's intimate parts without that person's consent, including, but not limited to, fondling, kissing, groping, or other deliberate physical sexual contact with an individual's intimate parts without that person's consent;
- Coercing, forcing, or attempting to coerce or force a person to touch another person's intimate parts without that person's consent;
- Rape, which is penetration, no matter how slight, of (1) the vagina or anus of a person by any body part of another person or by an object, or (2) the mouth of a person by a sex organ of another person, without that person's consent;
- Non-forcible sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law; and
- Non-forcible sexual intercourse with a person who is under the statutory age of consent.

The definition of Sexual Assault is not intended to prohibit the use of sexually explicit materials in or outside of the classroom, when, in the judgment of a reasonable person, the materials are related to the academic mission and appropriate to learning.

Consent: Consent is defined as words or actions that show a knowing and voluntary agreement to willingly engage in agreed-upon sexual activity. Consent cannot be gained by force, requires communication between all involved individuals, and must be obtained one step at a time, e.g., consent for oral sex does not constitute consent for intercourse. Silence, non-communication, passivity, or lack of resistance should not be interpreted as an indication of consent. Previous consent does not imply consent to any future form of sexual activity. Consent can be rescinded at any time.

Consent is not valid if: (a) it is given by a person who lacks the mental capacity to authorize the conduct and such mental incapacity is manifest or known to the actor; or (b) it is given by a person who by reason of youth, mental disease or defect, intoxication, a drug-induced state, or any other reason is manifestly unable or known by the actor to be unable to make a reasonable judgment as to the nature or harmfulness of the conduct; or (c) it is induced by force, duress, or deception.

Note: Use of alcohol and/or drugs by either party is not an excuse for violation of this policy.

An intoxicated or incapacitated person cannot provide informed consent to sexual activity.

Evidence of incapacitation may include, but is not limited to, unconsciousness, slurred speech, blacking out, and unusual behavior.

Domestic Violence: Domestic Violence is defined as a felony or misdemeanor crime of violence committed by:

- A current or former spouse or intimate partner of the victim;
- A person with whom the victim shares a child in common;
- A person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner;
- A person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred; or
- Any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred.

Dating Violence: Dating Violence is defined as violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of such a relationship shall be based on the reporting party's statement, with consideration of length of relationship, type of relationship, frequency of interaction and, if applicable, the length of time since the relationship ended. Dating Violence includes, but is not limited to, sexual or physical abuse or the threat of such abuse. Dating Violence does not include acts covered under the definition of Domestic Violence.

Stalking: Stalking is defined as engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for her or his safety or the safety of others, or suffer substantial emotional distress.

For purposes of this definition –

- “Course of conduct” means two or more acts, including, but not limited to, acts which the stalker directly, indirectly, or through third parties, by any action, method, device, or means follows, monitors, observes, surveils, threatens, or communicates to or about, a person, or interferes with a person’s property;
- “Substantial emotional distress” means significant mental suffering or anguish that may, but does not necessarily, require medical or other professional treatment or counseling; and
- “Reasonable person” means a reasonable person under similar circumstances and with similar identities to the victim.

Examples of Stalking may include, but are not limited to, the following:

- Repeated, unwanted, intrusive, and/or frightening communications from the perpetrator by phone, Internet, mail, text messages, social media, or email;
- Repeatedly leaving or sending the person unwanted items or gifts;
- Following or waiting for the person at places such as his/her home, school, work, or recreation locations;
- Making direct or indirect threats to harm the person or that person’s children, relatives, friends, or pets;
- Damaging or threatening to damage the person’s property;
- Posting information or spreading rumors about the person on the Internet, in a public place, or by word of mouth; and
- Obtaining personal information about the person by accessing public records; using on-line search services; hiring private investigators; going through the person’s garbage; following the person; or contacting the person’s friends, family, work, neighbors, etc.

For links to definitions of Missouri State Laws see Appendix A.

Sexual Violence: For purposes of this policy, Sexual Violence collectively refers to the terms “Sexual Assault,” “Domestic Violence,” “Dating Violence,” and “Stalking,” as defined in this policy.

Complainant: A complainant is an individual filing a complaint or report pursuant to this policy. Complainants are typically members of the William Woods University faculty, staff, or student population; however, there may be other third parties eligible to file violations within this policy. Examples include, but are not limited to, Westminster College students, guests, and visitors. There may be some cases where a person who is reporting a violation of this policy and/or who is the victim of conduct alleged to violate this policy does not want to participate as a complainant. In that case, the

University may continue the investigation and adjudication process under the policy without a complainant.

Respondent: A respondent is an individual whose alleged conduct is the subject of a complaint or report filed and/or being investigated pursuant to this policy.

Reporting Discrimination, Harassment, and Sexual Violence to University Officials

Members of the University community may report violations of this policy, including any alleged discrimination, harassment, or Sexual Violence, to the Title IX Coordinator/Director of Human Resources (DIR HR). The Title IX Coordinator is the administrator designated to oversee this policy and the University's compliance with responsibilities relevant to Title IX and can be contacted as follows:

Title IX Coordinator Director of Human Resources

William Woods University
Academic Building, Room 103
Fulton, MO 65251
hr@williamwoods.edu
573-592-1111

In addition to the Title IX Coordinator, reports also may be made to the following Designated Officials: For complaints against students – the Vice President and Dean of Student Life (VPSL) and/or the Director of Intercollegiate Athletics, both of whom serve as Deputy Title IX Coordinators for complaints against students

Venita M. Mitchell, Ph.D.

Deputy Title IX Coordinator for Students
Vice President and Dean of Student Life (VPSL)
William Woods University
McNutt Campus Center, Room 121
Fulton, MO 65251
venita.mitchell@williamwoods.edu
573-592-4239

Jason Vittone

Deputy Title IX Coordinator for Students
Director of Intercollegiate Athletics
William Woods University
Helen Stephens Sports Complex
Fulton, MO 65251

jason.vittone@williamwoods.edu

573-592-4387

For complaints against employees – the Assistant Director of Human Resources, who serves as the Deputy Title IX Coordinator for complaints against employees

Andrea Whelan

Deputy Title IX Coordinator for Employees Assistant Director of Human Resources
William Woods University
Academic Building, Room 103
Fulton, MO 65251

andrea.whelan@williamwoods.edu

573-592-4308

For complaints against faculty – the Vice President and Dean of Academic Affairs

Aimee Sapp, Ph.D.

Vice President and Dean of
Academic Affairs
William Woods University
Academic Building, Room 106
Fulton, MO 65251

aimee.sapp@williamwoods.edu

573-592-4391

For complaints against vendors – the Chief Financial Officer

Julie Houseworth

Chief Financial Officer
William Woods University
Academic Building, Room 101
Fulton, MO 65251

julie.houseworth@williamwoods.edu

573-592-4260

For complaints against any Executive Cabinet Member – the President

Jahnae H. Barnett, Ph.D.

President
William Woods University
Academic Building, Room 215
Fulton, MO 65251

jahnae.barnett@williamwoods.edu

573-592-4216

Faculty and staff may also file complaints with the President relating to the conduct of the Title IX Coordinator or the Designated Officials. In that case, the President may appoint an alternate individual to serve, as appropriate.

Though the University encourages students and employees to bring reports of discrimination, harassment, and Sexual Violence to the attention of the University for further investigation pursuant to this policy, individuals who wish to maintain confidentiality may contact the following resources:

Traditional on-campus students can make confidential reports to:

The Counseling and Health Services Office

(including the office manager, counselor, and nurse practitioner)

Jenn Burton, Office Manager

William Woods University

Stone-Campbell Apartments (Apt. A)

Fulton, MO 65251

health.services@williamwoods.edu

573-592-4222

The University Chaplain

Office of Faith Services

William Woods University

Stone-Campbell Apartments (Apt. A)

Fulton, MO 65251

573-592-4222

Unlike reports of discrimination, harassment, and Sexual Violence made to other University officials (which must be reported to the Title IX Coordinator), absent the student's consent and/or situations where they perceive a serious risk or threat of injury to any person or property, reports to or conversations with the above confidential resources will not be reported to the Title IX Coordinator or other University officials for further investigation pursuant to this policy.

Students and employees can also report crimes confidentially at williamwoods.edu/SilentWitness and/or may speak confidentially with the following:

- Off-campus rape crisis counselors
- Off-campus members of the clergy and chaplains

See the Confidentiality and Support and Services sections of this policy for more information.

With the exception of staff at the Counseling and Health Services Office and the University Chaplain, all faculty and staff, including residential life employees (i.e., community advisors and chapter advisors) and graduate assistants who have reasonable cause to believe an incident of discrimination, harassment, Sexual Violence, or other potential violation of this policy occurred are required to report this information to the Title IX Coordinator, Deputy Title IX Coordinators, or other Designated Official.

When reporting alleged violations of this policy, the reporting party should include relevant details about the incident, including names of the involved parties (if known), any witnesses, and any other relevant facts including the date, time, and specific location of the alleged incident.

The University recognizes that students who have been drinking and/or using drugs (whether such use is voluntary or involuntary) at the time an incident of Sexual Violence occurs may be hesitant to report such incidents due to fear of potential consequences for their own conduct.

The University strongly encourages students to report incidents of Sexual Violence to campus officials. A bystander reporting in good faith or a victim reporting Sexual Violence to University officials or law enforcement will not be subject to disciplinary procedures for violations of the University's Alcohol and Drug Policies occurring at or near the time of the Sexual Violence.

Discrimination, Harassment, and Sexual Violence Investigation and Adjudication Process

Complaints or reports of conduct that may constitute a violation of this policy will be documented with the Title IX Coordinator. Complaints or reports may be made verbally or in writing and will ultimately need to be recorded in writing by the complainant or a staff member involved with the investigation and adjudication process. Making a report as soon as possible following the alleged misconduct or policy violation is encouraged but not required.

Upon receipt of a complaint or report of conduct that may constitute a violation of this policy, the University will initiate the following process:

Initial Steps:

Following a complaint or report of Sexual Violence, the Title IX Coordinator, Deputy Title IX Coordinators, or designee will:

- Assess the immediate safety needs of the complainant;
- Provide the complainant with access to medical care if appropriate;
- Provide the complainant with contact information for the local police department and assist the complainant with contacting local police if the complainant requests;
- Inform the complainant of the availability of counseling, health, mental health, victim advocacy, legal assistance, visa and immigration assistance, and other services on and/or off campus;
- Provide the complainant with written instructions on how to apply for a protective order; and
- Provide the complainant with a copy of this policy and inform the complainant regarding timeframes for inquiry, investigation, and resolution.

Individuals reporting violations of this policy may request interim measures or accommodations, which may include, but are not limited to, no-contact orders; no-trespass notices; academic accommodations, such as course changes or other appropriate arrangements; residential accommodations (i.e., new housing or temporary housing); changes in transportation and employment arrangements as appropriate; assistance with accessing counseling, disability services, safety escorts, etc.; and information and assistance with filing a report with appropriate law enforcement and/or seeking restraining orders. A no-contact order would restrict contact and communication between the complainant and the respondent. A no-trespass notice would prohibit the presence of the individual who is issued the notice on any University property or properties where University programs are occurring. The Title IX Coordinator or designee will assess the need to implement any such accommodations and/or interim protective measures and will provide these accommodations and/or interim protective measure if they are reasonably available and requested by the complainant. The University will work with local law enforcement to implement these accommodations and/or interim protective measures to the extent appropriate. Refusal to follow and adhere to any interim protective measures may result in disciplinary action. Accommodations and protective measures may be taken even if a complainant declines to pursue a complaint under this policy.

Prior to proceeding with the investigation and adjudication process, the Title IX Coordinator or designee will determine whether the report or complaint alleges conduct that may be prohibited by this policy. If the Title IX Coordinator or designee believes that the allegations, if proven, would not constitute a violation of this policy, the complainant will be advised of other available judicial and support options as appropriate, and no further investigation will be pursued under this policy. If new information is later provided to the Title IX Coordinator or designee, this decision may be reevaluated. If the Title IX Coordinator or designee believes that the allegations, if proven, would constitute a violation of this policy, the investigation and adjudication process described herein will be followed.

Prior to proceeding with the investigation and adjudication process, the University will notify the complainant that the investigation and adjudication process is being pursued. If the complainant does not wish to proceed with the investigation and adjudication process or does not consent to the disclosure of his/her name or other identifiable information to the respondent, the University's ability to respond to the complaint may be limited. The University will take all reasonable steps to investigate and respond to the complaint consistent with the complainant's request for confidentiality, but the University may not be able to comply with this request. The University will inform the complainant if it cannot ensure confidentiality. See the Confidentiality section of this policy for more information.

Investigation:

1. If the Title IX Coordinator or designee determines that the University should proceed with the investigation and adjudication process provided in this policy, the Title IX Coordinator or designee will notify the respondent of the complaint and will designate an individual to conduct

an investigation that is appropriate under the circumstances, prompt, thorough, fair, equitable, objective, and impartial. The Title IX Coordinator or designee has discretion to designate either an internal investigator or an investigator from outside the University.

When an external investigator is used, the Title IX Coordinator may appoint a Designated Facilitator (DF) to serve as the University liaison with the external investigator and to coordinate the investigation. For complaints against students, the Title IX Coordinator will typically designate the Director of Residential Life and Campus Safety (DRL/CS) as the investigator. For complaints against employees, the Title IX Coordinator/Director of Human Resources (DIR HR) will typically serve as the investigator.

2. The investigator is authorized to contact any and all individuals with potentially relevant information and access and/or request records or any additional evidence, outside of those legally protected as confidential or privileged, relevant to the complaint. The nature and scope of the investigation is within the discretion of the investigator and/or the DF.
3. To the extent permitted by law, the complainant and respondent will be afforded the same rights and opportunities throughout the investigation, including the right to receive timely notice of meetings in which they are a participant; the right to receive timely and equal access to information relied on as part of the investigation; and the opportunity to recommend witnesses and submit evidence. The complainant and respondent will be asked to identify all relevant evidence they would like the investigator to consider, as well as witnesses they would like the investigator to interview. Both the complainant and the respondent may provide, if they wish, a list of questions they would like the investigator to ask of particular witnesses or of each other. The complainant and respondent will not be permitted to question or cross-examine each other during the course of the investigation. The investigator will consider all evidence he/she deems necessary to complete a prompt, thorough, and impartial investigation, but may not interview all witnesses identified by the complainant or respondent or ask the questions provided by the complainant or respondent. However, in determining whether to interview witnesses or ask particular questions, the investigator should consider such factors as equity, fairness, and impartial treatment of both parties.
4. Complainants and respondents are entitled to the same opportunities to have an advisor of their choice present at any interviews or meetings related to the investigation and adjudication process provided under this policy. The role of the advisor is solely to support the individual. The advisor is not permitted to ask or answer questions, serve as a witness, or make a statement on behalf of the complainant or respondent. The University is not responsible for providing the complainant or the respondent with an advisor. The investigator, the DF, or other University official may terminate meetings and proceed with the investigation based on information otherwise available if advisors refuse to comply with these requirements.

5. If at any point during the investigation, the respondent acknowledges that he/she engaged in the conduct at issue in the complaint and accepts responsibility for violating this policy, the investigator may refer the matter to the University Judicial Council or the DIR HR for a determination regarding sanction(s), discipline, and/or other action(s) in accordance with this policy.
6. All participants in the investigation are expected to cooperate fully by providing complete, accurate, and truthful information. This policy prohibits intentionally making a false report or providing false or misleading information in any investigation under this policy. Complainants will not be deemed to have provided false or misleading information under this policy if their factual allegations are intended to be truthful and are made in good faith, regardless of whether the conduct complained of is ultimately found to constitute a policy violation. Participants in the investigation will be expected to keep the content of the interview and investigation confidential. Should a complainant or respondent fail to cooperate with the investigator, the investigation may proceed, a finding may be reached, and sanction(s) and/or disciplinary action(s) may be imposed based on the information available.
7. In cases where an evidentiary or procedural question arises in connection with the investigation, the investigator or DF may make a determination or refer the matter to the Title IX Coordinator or designee for a decision.
8. The investigation ordinarily will be completed within forty-five (45) days from the time a report or complaint is made to the Title IX Coordinator. This time period may be shorter or longer, depending on the circumstances, including, but not limited to, the complexity of the case, the academic calendar, and the availability of witnesses and other relevant individuals. If either the complainant or respondent would like to request an extension of this time frame, a request with a description of the reasons for the request should be directed to the investigator and/or DF. The investigator and/or DF will notify the other party, make a decision, and inform the parties and any other individual who needs to know of that decision. If extenuating circumstances are present, the DF may also decide independently to extend this forty-five (45)-day time frame, and will inform the complainant and respondent, and any other individual who needs to know, of any such decision.
9. At the conclusion of the investigation, the complainant and respondent may review the witness statements and other relevant materials. This includes the statements of both the respondent and complainant. Both will have an opportunity to respond to this information in writing within seven (7) calendar days. If at any stage following the submission of these responses new relevant evidence is gathered, it will be shared with both parties, who will have an opportunity to submit a written response within a time frame determined by the investigator or DF.
10. The complainant may request that an investigation be discontinued at any time. The University will attempt to honor the wishes of the complainant. However, to accommodate cases where

compelling evidence suggests significant individual or community safety concerns, the decision to discontinue an investigation is the sole decision of the University. For more information, see the Confidentiality section of this policy.

11. If a complainant or respondent is concerned that the investigator, DF, or other University official involved in the investigation and/or adjudication process may be biased or have a conflict of interest, the person should inform the Title IX Coordinator or Deputy Title IX Coordinators of that concern immediately. The Title IX Coordinator or designee will consider this concern and determine whether any bias or conflict of interest exists. If a complainant or respondent is concerned that the Title IX Coordinator may be biased or have a conflict of interest, the person should notify the Vice President of Enrollment Services and Marketing at McNutt Campus Center, 573-592-1106, who will then consider this concern and determine whether any bias or conflict of interest exists or appoint an alternate individual to do so.

Determination:

For cases involving complaints or reports against students, the following process will be followed after the investigation is complete:

1. The investigator and/or DF will submit a final report to the University Judicial Council (UJC). The final report will include a summary of the evidence considered and the investigator's recommended finding on whether a violation of this policy occurred. This recommended finding will be based on the preponderance of evidence standard (i.e., whether it is more likely than not that the policy was violated).
2. After review of the investigator's report and recommended finding, the UJC shall issue a determination as to whether a violation of this policy occurred. The UJC's determination will be based on a preponderance of the evidence standard (i.e., whether it is more likely than not that the policy was violated). The UJC is not bound by the investigator's report. The UJC may accept or reject the investigator's recommended finding in whole or in part. Before making a determination, the UJC may request additional relevant information and may consult with other individuals as appropriate. In addition, prior to the UJC's determination, the complainant or respondent may choose to meet individually with the UJC. If either the complainant or respondent requests to meet with the UJC, the other party will be notified of this request and will also be given the opportunity to meet separately with the UJC. The UJC may also request individual meetings with both the complainant and the respondent.
3. If the UJC finds that a student has engaged in conduct that violates this policy, the UJC will determine the appropriate sanction(s) and/or other action(s). Prior conduct may be taken into account in this determination. Sanction(s) and/or disciplinary action(s) could include warnings, written reprimands, probationary status, official suspension, or expulsion from any or all University program(s) in which the student is enrolled or participating. It may also include other

action as deemed appropriate under the circumstances (e.g., long-term protective measures to address the needs of the complainant, including but not limited to room changes, class changes, building restrictions, extracurricular activity restrictions, modification of no-contact orders, and other actions deemed necessary to maintain a safe environment for the complainant and/or other members of the University community). Failure to comply with any sanction or other action issued by the UJC may be grounds for further discipline.

4. The UJC's determination regarding whether a violation of this policy occurred and the appropriate sanction(s) and/or other action(s) (if any) will ordinarily be issued within ten (10) days after receipt of the investigator's report. The ten-day (10)-day period may be extended if the UJC determines that further information or investigation is needed.
5. For investigations following complaints or reports of Sexual Violence against students, the complainant and the respondent will be simultaneously notified in writing of the determination of the investigation and adjudication process, any sanction(s) or other action(s) imposed, the right to appeal, any changes to the result of investigation and adjudication process, and when such results become final. For investigations following complaints or reports of a crime of violence or non-forcible sex offense (as defined in 34 C.F.R. § 99.39) against students, the complainant will be notified of the name of the respondent (if not already known), the determination of the investigation and adjudication process, and any sanction(s) or other action(s) imposed. For investigations following all other complaints or reports of discrimination or harassment against students, the complainant and the respondent will be notified in writing of the determination of the investigation and adjudication process, any sanction(s) or other action(s) imposed (the complainant will only be notified of those that directly relate to the complainant, like an order that the accused stay away from the complainant), and the right to appeal.

For cases involving complaints or reports against employees, the following process will be followed after the investigation is complete:

1. If the investigator is someone other than the DIR HR, the investigator and/or DF will submit a final report to the DIR HR. The final report will include a summary of the evidence considered and the investigator's recommended finding on whether a violation of the policy occurred. This recommended finding will be based on the preponderance of evidence standard (i.e., whether it is more likely than not that the policy was violated).
2. After review of the investigator's report and recommended finding, the DIR HR shall issue a determination as to whether a violation of the policy occurred. The DIR HR's determination will be based on a preponderance of the evidence standard (i.e., whether it is more likely than not that the policy was violated). The DIR HR is not bound by the investigator's report. The DIR HR may accept or reject the investigator's recommended finding in whole or in part. Before making a determination, the DIR HR may request additional relevant information and may consult with

other individuals as appropriate. In addition, prior to the DIR HR's determination, the complainant or respondent may choose to meet individually with the DIR HR. If either the complainant or respondent requests to meet with the DIR HR, the other party will be notified of this request and will also be given the opportunity to meet separately with the DIR HR. The DIR HR also may request individual meetings with both the complainant and respondent.

3. If the DIR HR is the investigator, he/she shall prepare a final report that includes a summary of the evidence considered and his/her finding on whether a violation of the policy occurred. This determination will be based on a preponderance of the evidence standard (i.e., whether it is more likely than not that the policy was violated).
4. If the DIR HR finds that a staff or faculty member has engaged in conduct that violates this policy, the DIR HR will make a recommendation regarding discipline or other appropriate action to the appropriate cabinet-level supervisory authority for the area. After review of the DIR HR's recommendation, the supervisory authority may impose disciplinary action, including verbal warnings, written warnings, written reprimands, suspension, termination of employment, or other action as deemed appropriate under the circumstances. If the supervisory authority decides to terminate the employment of a tenured faculty member or a faculty member with a three-year contract, the termination and appeal procedures in Chapter 9 of the Faculty Handbook will be followed. Failure to comply with any discipline or other action issued by the appropriate supervisory authority may be grounds for further discipline.
5. The DIR HR's determination regarding whether a violation of this policy occurred and his/her recommendation regarding discipline or other appropriate action ordinarily will be issued within ten (10) days after receipt and/or completion of the investigator's or DIR HR's report. The ten-day (10)-day period may be extended if the DIR HR determines that further information or investigation is needed.
6. For investigations following complaints or reports of Sexual Violence against employees, the complainant and the respondent will be simultaneously notified in writing of the determination of the investigation and adjudication process, any disciplinary or other action(s) imposed, the right to appeal, any changes to the result of investigation and adjudication process, and when such results become final. For investigations following all other complaints or reports of discrimination or harassment against employees, the complainant and the respondent will be notified in writing of the determination of the investigation and adjudication process, any disciplinary or other action(s) imposed (the complainant will only be notified of those that directly relate to the complainant, like an order that the accused stay away from the complainant), and the right to appeal.

Appeal:

For cases involving complaints or reports against students, the complainant and/or respondent may appeal the outcome of the investigation and adjudication process discussed above as follows:

1. An appeal must be filed within five (5) days of receipt of the UJC's determination. The appeal should be filed in writing with the VPSL who is responsible for handling the appeal, unless the sanction was a suspension or expulsion, in which case the appeal should be filed with and handled by the President. The President will follow the same process described below.
2. The appeal must describe the grounds for appeal and outline of any evidence supporting the appeal. Appeals are accepted on the basis of one or more of the following:
 - Previously unavailable, relevant evidence that could significantly impact the outcome of the investigation and adjudication process has since become available (Note: Prior omission of factual information by the appealing party is not grounds for an appeal, unless the Title IX Coordinator or designee determines that good cause exists to consider such information);
 - The investigation and adjudication process was not conducted in conformity with the prescribed procedures and the error was prejudicial to the appealing party; or
 - The sanction(s), discipline, or other action(s) imposed were not appropriate for the violation.
3. Except in cases involving complaints or reports of Sexual Violence, the right of appeal is available only to a respondent or complainant who participated in the investigation and adjudication process.
4. Prior to the deadline for submission of the appeal, the complainant and/or respondent may request the investigator's report.
5. Upon receipt of a properly filed appeal, the University official responsible for handling the appeal (the Appeal Official) will review the written appeal, as well as the records from the investigation and adjudication process. The Appeal Official may contact the UJC for an informational response to the appeal. The non-appealing party will also be notified of the appeal and will be given the opportunity to respond to the appeal. The Appeal Official may also contact the original investigator, or a new investigator, or any other relevant individual, as necessary.
6. If one or more of the appeal grounds have been met, the Appeal Official may uphold the UJC's decision, reduce or increase the sanction(s) or other action(s) imposed, or remand the matter back to the UJC for further review. Should this occur, the Appeal Official would determine which aspects of the case merit a new review.
7. Absent extenuating circumstances, the decision of the Appeal Official ordinarily will be issued within fifteen (15) days after receipt of the appeal. The decision of the Appeal Official is final.

8. For appeals involving complaints or reports of Sexual Violence or a crime of violence or non-forcible sex offense (as defined in 34 C.F.R. § 99.39) against students, the complainant and the respondent will be simultaneously notified in writing of the result of the appeal and any changes in the sanction(s) or other action(s) imposed. For appeals involving all other complaints or reports of discrimination or harassment against students, the complainant and the respondent will be notified in writing of the result of the appeal and any changes in the sanction(s) or other action(s) imposed (the complainant will only be notified of changes that directly relate to the complainant, like an order that the accused stay away from the complainant).

For cases involving complaints or reports against a tenured faculty member or a faculty member with a three-year contract, the complainant and/or respondent may appeal a decision to terminate the respondent's employment pursuant to the appeal procedures in Chapter 9 of the Faculty Handbook.

For cases involving complaints or reports against any employee who is not a tenured faculty member or a faculty member with a three-year contract, the complainant and/or respondent may appeal a decision to terminate the respondent's employment as follows:

1. An appeal must be filed within five (5) days of receipt of the outcome of the investigation and adjudication process discussed above. The appeal should be filed in writing with the President, who is responsible for handling the appeal.
2. The appeal must describe the grounds for appeal and outline of any evidence supporting the appeal. Appeals are accepted on the basis of one or more of the following:
 - Previously unavailable, relevant evidence that could significantly impact the outcome of the investigation and adjudication process has since become available (Note: Prior omission of factual information by the appealing party is not grounds for an appeal, unless the Title IX Coordinator or designee determines that good cause exists to consider such information);
 - The investigation and adjudication process was not conducted in conformity with the prescribed procedures and the error was prejudicial to the appealing party; or
 - Termination of employment is not the appropriate disciplinary action for the violation.
3. Except in cases involving complaints or reports of Sexual Violence, the right of appeal is available only to a respondent or complainant who participated in the investigation and adjudication process.
4. Prior to the deadline for submission of the appeal, the complainant and/or respondent may request the investigator's report.
5. Upon receipt of a properly filed appeal, the President will review the written appeal as well as the records from the investigation and adjudication process. The President may contact the supervisory authority and/or the DIR HR for an informational response to the appeal. The non-

appealing party will also be notified of the appeal and will be given the opportunity to respond to the appeal. The President may also contact the original investigator, or a new investigator, or any other relevant individual, as necessary.

6. If one or more of the appeal grounds have been met, the President may uphold the decision to terminate the employee, reduce the discipline or other action(s) imposed, or remand the matter back to the DIR HR for further review. Should this occur, the President would determine which aspects of the case merit a new review.
7. Absent extenuating circumstances, the decision of the President ordinarily will be issued within fifteen (15) days after receipt of the appeal. The decision of the President is final.
8. For appeals involving complaints or reports of Sexual Violence against employees, the complainant and the respondent will be simultaneously notified in writing of the result of the appeal and any changes in the sanction(s) or other action(s) imposed. For appeals involving all other complaints or reports of discrimination or harassment against employees, the complainant and the respondent will be notified in writing of the result of the appeal and any changes in the sanction(s) or other action(s) imposed (the complainant will only be notified of changes that directly relate to the complainant, like an order that the accused stay away from the complainant).

Withdrawal During Pendency of Investigation and Adjudication Process and Any Subsequent Appeals:

If a student withdraws while the investigation and adjudication process or any subsequent appeal is pending, the student will give up any opportunity to return to William Woods University. Notation will be made in the student's permanent file that the student has withdrawn with a disciplinary matter pending, or with an appeal of a disciplinary outcome pending, as appropriate. The VPSL may, after appropriate consultation, a review of the case, and consideration of the University's best interests, grant permission for a student to withdraw from University when a disciplinary matter is pending without giving up the opportunity to return to William Woods University. Should the student be readmitted, the disciplinary matter must be resolved either before or immediately upon the student's return.

Emergency Withdrawal, Suspension, or Expulsion (Students):

The University reserves the right, notwithstanding and apart from the procedures described above, on an emergency basis, to temporarily or permanently suspend, expel, or require to withdraw any student whose presence is determined by University authorities (e.g., VPSL, DRL/CS, President) to pose a danger to the community or its members or to be unduly disruptive of University life, or who appears to be unwilling or incapable of effectively and/or safely participating in academic or other programs and/or the residential life of the University. In cases of emergency suspension or required withdrawal, the conditions and procedures for readmission will be

determined and communicated in writing to the student once the circumstances surrounding the student's departure have been clarified.

Training:

Individuals conducting investigations, making determinations, and/or handling appeals under this policy will receive training annually on the issues related to sexual assault, domestic violence, dating violence, and stalking, and on how to conduct a fair, impartial and equitable investigation and adjudication process that protects the safety of complainants and promotes accountability. These individuals also receive training on handling complaints of sexual harassment, these policies and procedures, and the confidentiality requirements.

Retaliation

There will be no retaliation against or adverse treatment of any individual who in good faith reports an incident under any part of this policy or against any individual who participated in the investigation or adjudication process related to this policy. Retaliation includes, but is not limited to, pressuring the person to drop or not support the complaint or to provide false information; engaging in conduct that may reasonably be perceived to adversely affect an individual's educational, living, or work environment; and/or threatening, intimidating, or coercing the individual or otherwise discriminating against any individual using their rights or responsibilities under this policy. Reports of retaliation should be reported immediately to the Title IX Coordinator or Deputy Title IX Coordinators. Any reports or complaints of retaliation will be investigated and appropriate action will be taken.

Confidentiality

Confidential Reporting:

The decision to come forward and report incidents covered in this policy can be difficult, and individuals may want to seek assistance from someone who can provide support and assure that what is disclosed will not be acted upon. Certain individuals can serve as confidential resources and are ethically and legally obligated to keep all information shared with them confidential, except in certain circumstances noted below.

Though the University encourages students and employees to bring reports of discrimination, harassment, and Sexual Violence to the attention of the University for further investigation pursuant to this policy, individuals who wish to maintain confidentiality may contact the following resources:

Traditional on-campus students can make confidential reports to:

The Counseling and Health Services Office

(including the office manager, counselor, and nurse practitioner)

Jenn Burton, Office Manager
William Woods University
Stone-Campbell Apartments (Apt. A)
Fulton, MO 65251
health.services@williamwoods.edu
573-592-4222

The University Chaplain**Office of Faith Services**

William Woods University
Stone-Campbell Apartments (Apt. A)
Fulton, MO 65251
573-592-4222

Unlike reports of discrimination, harassment, and Sexual Violence made to other University officials (which must be reported to the Title IX Coordinator), absent the student's consent and/or situations where they perceive a serious risk or threat of injury to any person or property, reports to or conversations with the above confidential resources will not be reported to the Title IX Coordinator or other University officials for further investigation pursuant to this policy.

Students and employees can also report crimes confidentially at williamwoods.edu/SilentWitness and/or may speak confidentially with the following:

- Off-campus rape crisis counselors
- Off-campus members of the clergy and chaplains

Please note that, in some cases, medical and mental health professionals may be required by state law to report certain crimes to law enforcement (e.g. allegations of abuse of a person under 18).

Confidentiality in the Investigation and Adjudication Process:

The University will handle information related to alleged violations of this policy and any subsequent investigation and adjudication process with sensitivity and discretion. However, to conduct an extensive, fair, and impartial investigation and adjudication process, the University may need to disclose information relating to an incident, including the identity of the individuals involved, witnesses and others, and will do so in accordance with this policy and applicable law.

Information related to alleged violations of this policy and any subsequent investigation and adjudication process will be treated as confidential and will be shared with others on a need-to-know basis to the extent they are involved in the investigation and adjudication process and/or directly

responsible for the University's response to the incident. Participants in the investigation and adjudication process must keep the content of the interview, investigation, and/or adjudication confidential.

When individuals report a violation of this policy but ask that it remain confidential or request that no investigation into the incident be conducted and that no disciplinary action be taken, the University will evaluate the request against its responsibility to provide a safe environment, not only for the complainant, but for all students, faculty, and staff. Individuals should keep in mind that requests for confidentiality limit the ability of the University to investigate the incident and/or pursue disciplinary action against the respondent if appropriate.

The Title IX Coordinator and Deputy Title IX Coordinators are responsible for evaluating requests for confidentiality and/or requests that an incident not be investigated. In considering these requests, these individuals may consult with other University employees as appropriate. Factors considered in determining whether confidentiality may be maintained include:

- Seriousness of the reported conduct;
- Risk of repeated conduct, including knowledge of other complaints of against the respondent, history of arrests or reports indicating prior violence of the respondent, and threats of further Sexual Violence or other violence against the complainant or others;
- Whether the alleged incident was committed by multiple individuals;
- Whether the alleged incident involved the use of a weapon; and/or
- Whether the complainant was a minor.

There may be times when a request for confidentiality and/or a request that an incident not be investigated cannot be accommodated. When this occurs, the University will, extenuating circumstances aside, inform the complainant prior to the investigation, and will, to the extent possible, only share information on a need-to-know basis with those involved in the investigation and adjudication process and/or directly responsible for the University's response to the incident. Complainants will not be required to participate in the investigation or adjudication process.

Whether the University can accommodate a request for confidentiality and/or a request that an incident not be investigated pursuant to this policy, the University may still provide accommodations and/or protective measures if they are reasonably available and requested by the complainant. The University will maintain as confidential any accommodations or protective measures provided to the complainant to the extent that maintaining such confidentiality will not impair the ability of the University to provide the accommodations or protective measures.

When complying with the requirements of the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, the University will not include names or other identifying information in publicly available reports.

Law Enforcement and Criminal Charges

There are times when the University may need to report an incident reported pursuant to this policy to local law enforcement. These circumstances may include, but are not limited to, incidents that potentially impact the health and safety of the complainant and/or the University community. Complainants also may decide to notify local, state, or federal law enforcement directly themselves or may request that the University assist with off-campus reporting. The University will not wait for conclusion of a criminal investigation or proceeding to resolve complaints or begin the investigation and adjudication process described in this policy. The University will, however, comply with valid requests by law enforcement for cooperation in a criminal investigation. This may result in temporary delays of the University's investigation and adjudication process while law enforcement evidence is gathered, but the University will resume the investigation and adjudication process described in this policy when law enforcement has finished its evidence gathering. Any delays in the investigation and adjudication process described in this policy will not impact any accommodations and/or interim measures the University has provided to promote the safety and well-being of the complainant or the community.

Rights of Complainants and Respondents

Rights of Complainants:

1. They will be treated with sensitivity and respect and in an unbiased manner by University officials and investigators involved in the investigation and adjudication process.
2. They will be informed that their complaint is being investigated in accordance with this policy.
3. They will be provided a copy of this policy, which includes definitions of prohibited conduct; expectations of confidentiality; information about counseling and health services, both on and off campus; and options for assistance with changing academic, living, transportation, and work environments if requested by the complainant and reasonably available.
4. They will have the same rights and opportunities as the respondent throughout the investigation and adjudication process, including any subsequent appeal.
5. They will be given periodic status updates throughout the investigation and adjudication process.
6. They will have access to available University and/or off-campus resources for counseling and health services.
7. They may choose to pursue a formal complaint with appropriate law enforcement at any time.
8. They may invite an advisor of their choice to accompany them at all meetings regarding the investigation and adjudication process, or any subsequent appeal.
9. They will be informed in writing of the outcome of the investigation and adjudication process, as well as the outcome of any appeal, to the extent permitted by this policy and applicable law.

10. They will have the right to appeal the outcome of the investigation and adjudication process, to the extent permitted by this policy.

Rights of Respondents:

1. They will be treated with sensitivity and respect and in an unbiased manner by University officials and investigators involved in the investigation and adjudication process.
2. They will be informed that a complaint of discrimination, harassment, and/or Sexual Violence has been filed and that this complaint is being investigated in accordance with this policy.
3. They will be provided a copy of this policy.
4. They will have the same rights and opportunities as the complainant throughout the investigation and adjudication process, including any subsequent appeal.
5. They will be given periodic status updates throughout the investigation and adjudication process.
6. They will have access to available University and/or off-campus resources for counseling and health services.
7. They may invite an advisor of their choice to accompany them at all meetings regarding the investigation and adjudication process, including any subsequent appeal.
8. They will be informed in writing of the outcome of the investigation and adjudication process, as well as the outcome of any appeal, to the extent permitted by this policy and applicable law.
9. They will have the right to appeal the outcome of the investigation and adjudication process, to the extent permitted by this policy.

Support and Services for Victims of Discrimination, Harassment, and Sexual Violence

The University offers support for victims of discrimination, harassment, and Sexual Violence separate from the investigation and adjudication process discussed above.

The University will assist a victim of Sexual Violence or other alleged criminal behavior in contacting the local police department to report the alleged behavior if requested by the victim. Regardless of whether a victim elects to pursue a criminal complaint or contact local law enforcement, the University will assist victims of Sexual Violence and will provide each victim with a written explanation of their rights and options under this policy.

Seeking medical attention and discussing the situation with trained professionals can often help victims gain closure more rapidly and feel more effective in their reactions.

Medical Treatment:

Seeking medical treatment is essential to treat any physical injuries and to assess and treat any sexually transmitted disease or pregnancy. A medical examination is essential for gathering and preserving evidence for those individuals considering reporting to local law enforcement. This ideally should occur within twenty-four (24) hours of the incident. The Coalition Against Rape and Domestic Violence (CARDV), a local Fulton, Missouri resource, is available for support, transportation, or as an advocate. Even though the medical exam is key to any legal repercussions, it does NOT mean that charges will be filed. This can be discussed with appropriate law enforcement if applicable.

Medical Services – On-Campus (for traditional on-campus students):

A nurse practitioner is available in the health services clinic to help students. The nurse practitioner can provide medical attention, pregnancy tests, and testing and treatment for sexually transmitted diseases. The nurse practitioner also can provide information on medical exams, counseling, and off-campus referrals, if necessary. On-campus students may contact the nurse practitioner as follows:

Counseling and Health Services (traditional on-campus students)

Jenn Burton, Office Manager
William Woods University
Stone-Campbell Apartments (Apt. A)
Fulton, MO 65251
health.services@williamwoods.edu
573-592-4222

Note: On-campus medical exams do not include gathering and preserving evidence.

Medical Services – Off-Campus:

Some students, faculty, and staff prefer or need to seek medical services off campus or after clinic hours. For a list of local health care facilities off campus see Appendix C.

Counseling Services – On-Campus (for traditional on-campus students)

A counselor is available on campus. Professional support can help with anxiety and grief related to the crisis situation. In addition, the counselor can provide information on options involving safety, medical exams, University disciplinary action, and legal options. On-campus students may contact the counselor as follows:

Counseling and Health Services (traditional on-campus students)

Jenn Burton, Office Manager
William Woods University
Stone-Campbell Apartments (Apt. A)
Fulton, MO 65251

health.services@williamwoods.edu

573-592-4222

On-campus students may also contact the University Chaplain as follows:

The University Chaplain

Office of Faith Services

William Woods University
Stone-Campbell Apartments (Apt. A)
Fulton, MO 65251
573-592-4222

Counseling Services – Off-Campus

The local sexual violence advocacy organization is the Coalition Against Rape and Domestic Violence (CARDV). Their trained staff provides private and confidential information and referral for medical, legal (e.g. ex parte), and recovery issues twenty-four (24) hours a day, seven (7) days a week. CARDV also provides ongoing counseling services. Contact CARDV at 573-642-1418 or toll free at 866-642-4422.

Education

As part of its effort to prevent Sexual Violence, the University is dedicated to educating the University community about dating violence, domestic violence, sexual assault, and stalking. The University offers various programs and resources to students, faculty, and staff discussing these important issues. For information on the University's primary and on-going efforts at prevention and awareness, as well as information on risk reduction and options for bystander intervention, please see Appendices E, F, and G.

policy access

This policy is available online via the University's web page at williamwoods.edu/sexual_misconduct. Printed copies of the policy are also available upon request from the Office of Student Life, the Office of Human Resources and the Campus Safety Office. This policy may be amended when appropriate. The amended policy, as published on the University website, shall supersede wholly any prior versions of the policy. Reasonable accommodations will be provided for persons with disabilities who need assistance in reviewing this policy and/or filing or pursuing a complaint under the policy, upon request.

Students registered with the Director of Disability Services can request accommodations to ensure their full and equal participation in any investigation or adjudication process provided by this policy. Accommodation requests also may be made directly to the judicial officer of the UJC, and/or the Title IX Coordinator or Deputy Title IX Coordinators. Accommodations are determined on an individual basis in consultation with the Director of Disability Services. Employees with disabilities may contact Human Resources.

Appendix A

Missouri Revised Statutes

Definition of Consent

556.061. In this code, unless the context requires a different definition, the following terms shall mean:

(5) "Consent": consent or lack of consent may be expressed or implied. Assent does not constitute consent if:

(a) It is given by a person who lacks the mental capacity to authorize the conduct charged to constitute the offense and such mental incapacity is manifest or known to the actor; or

(b) It is given by a person who by reason of youth, mental disease or defect, intoxication, a drug-induced state, or any other reason is manifestly unable or known by the actor to be unable to make a reasonable judgment as to the nature or harmfulness of the conduct charged to constitute the offense; or

(c) It is induced by force, duress, or deception.

Definitions of Harassment, Sexual Assault, Domestic Violence, and Stalking For Purposes of Orders of Protection

455.010. As used in this chapter, unless the context clearly indicates otherwise, the following terms shall mean:

(1) "Abuse" includes but is not limited to the occurrence of any of the following acts, attempts or threats against a person who may be protected pursuant to this chapter, except abuse shall not include abuse inflicted on a child by accidental means by an adult household member or discipline of a child, including spanking, in a reasonable manner:

(a) "Assault", purposely or knowingly placing or attempting to place another in fear of physical harm;

(b) "Battery", purposely or knowingly causing physical harm to another with or without a deadly weapon;

(c) "Coercion", compelling another by force or threat of force to engage in conduct from which the latter has a right to abstain or to abstain from conduct in which the person has a right to engage;

(d) "Harassment", engaging in a purposeful or knowing course of conduct involving more than one incident that alarms or causes distress to an adult or child and serves no legitimate purpose. The course of conduct must be such as would cause a reasonable adult or child to suffer substantial emotional distress and must actually cause substantial emotional distress to the petitioner or child. Such conduct might include, but is not limited to:

a. Following another about in a public place or places;

- b. Peering in the window or lingering outside the residence of another; but does not include constitutionally protected activity;
- (e) “Sexual assault”, causing or attempting to cause another to engage involuntarily in any sexual act by force, threat of force, or duress;
- (f) “Unlawful imprisonment”, holding, confining, detaining, or abducting another person against that person’s will;
- (2) “Adult”, any person seventeen years of age or older or otherwise emancipated;
- (3) “Child”, any person under seventeen years of age unless otherwise emancipated;
- (4) “Court”, the circuit or associate circuit judge or a family court commissioner;
- (5) “Domestic violence”, abuse or stalking committed by a family or household member, as such terms are defined in this section;
- (6) “Ex parte order of protection”, an order of protection issued by the court before the respondent has received notice of the petition or an opportunity to be heard on it;
- (7) “Family” or “household member”, spouses, former spouses, any person related by blood or marriage, persons who are presently residing together or have resided together in the past, any person who is or has been in a continuing social relationship of a romantic or intimate nature with the victim, and anyone who has a child in common regardless of whether they have been married or have resided together at any time;
- (8) “Full order of protection”, an order of protection issued after a hearing on the record where the respondent has received notice of the proceedings and has had an opportunity to be heard;
- (9) “Order of protection”, either an ex parte order of protection or a full order of protection;
- (10) “Pending”, exists or for which a hearing date has been set;
- (11) “Petitioner”, a family or household member who has been a victim of domestic violence, or any person who has been the victim of stalking, or a person filing on behalf of a child pursuant to section **455.503** who has filed a verified petition pursuant to the provisions of section **455.020** or section **455.505**;
- (12)) “Respondent”, the family or household member alleged to have committed an act of domestic violence, or person alleged to have committed an act of stalking, against whom a verified petition has been filed, or a person served on behalf of a child pursuant to section **455.503**;

(13) “Stalking”, is when any person purposely and repeatedly engages in an unwanted course of conduct that causes alarm to another person when it is reasonable in that person’s situation to have been alarmed by the conduct. As used in this subdivision:

(a) “Alarm”, means to cause fear of danger of physical harm;

(b) “Course of conduct” means a pattern of conduct composed of repeated acts over a period of time, however short, that serves no legitimate purpose. Such conduct may include, but is not limited to, following the other person or unwanted communication or unwanted contact; and

(c) “Repeated”, means two or more incidents evidencing a continuity of purpose.

566.031. Sexual Assault

1. A person commits the offense of rape in the second degree if he or she has sexual intercourse with another person knowing that he or she does so without that person’s consent.

2. The offense of rape in the second degree is a class C felony.

565.225. Stalking

1. As used in this section, the following terms shall mean:

(1) “Course of conduct”, a pattern of conduct composed of two or more acts, which may include communication by any means, over a period of time, however short, evidencing a continuity of purpose. Constitutionally protected activity is not included within the meaning of course of conduct. Such constitutionally protected activity includes picketing or other organized protests;

(2) “Credible threat”, a threat communicated with the intent to cause the person who is the target of the threat to reasonably fear for his or her safety, or the safety of his or her family, or household members or domestic animals or livestock as defined in [section 276.606](#) kept at such person’s residence or on such person’s property. The threat must be against the life of, or a threat to cause physical injury to, or the kidnapping of, the person, the person’s family, or the person’s household members or domestic animals or livestock as defined in [section 276.606](#) kept at such person’s residence or on such person’s property;

(3) “Harasses”, to engage in a course of conduct directed at a specific person that serves no legitimate purpose, that would cause a reasonable person under the circumstances to be frightened, intimidated, or emotionally distressed.

2. A person commits the crime of stalking if he or she purposely, through his or her course of conduct, harasses or follows with the intent of harassing another person.

3. A person commits the crime of aggravated stalking if he or she purposely, through his or her course of conduct, harasses or follows with the intent of harassing another person, and;

- (1) Makes a credible threat; or
 - (2) At least one of the acts constituting the course of conduct is in violation of an order of protection and the person has received actual notice of such order; or
 - (3) At least one of the actions constituting the course of conduct is in violation of a condition of probation, parole, pretrial release, or release on bond pending appeal; or
 - (4) At any time during the course of conduct, the other person is seventeen years of age or younger and the person harassing the other person is twenty-one years of age or older; or
 - (5) He or she has previously pleaded guilty to or been found guilty of domestic assault, violation of an order of protection, or any other crime where the other person was the victim.
4. The crime of stalking shall be a class A misdemeanor unless the person has previously pleaded guilty to or been found guilty of a violation of this section, or of any offense committed in violation of any county or municipal ordinance in any state, any state law, any federal law, or any military law which, if committed in this state, would be chargeable or indictable as a violation of any offense listed in this section, in which case stalking shall be a class D felony.
5. The crime of aggravated stalking shall be a class D felony unless the person has previously pleaded guilty to or been found guilty of a violation of this section, or of any offense committed in violation of any county or municipal ordinance in any state, any state law, any federal law, or any military law which, if committed in this state, would be chargeable or indictable as a violation of any offense listed in this section, aggravated stalking shall be a class C felony.
6. Any law enforcement officer may arrest, without a warrant, any person he or she has probable cause to believe has violated the provisions of this section.
7. This section shall not apply to activities of federal, state, county, or municipal law enforcement officers conducting investigations of violation of federal, state, county, or municipal law.

Appendix B

Contact Information for Filing Complaints

Title IX Coordinator
Director of Human Resources (DIR HR)
William Woods University
Academic Building, Room 103
hr@williamwoods.edu
573-592-1111

Venita M. Mitchell, Ph.D.

Deputy Title IX Coordinator for Students
Vice President and Dean of Student Life (VPSL)
William Woods University
McNutt Campus Center, Room 121
Fulton, MO 65251
venita.mitchell@williamwoods.edu
573-592-4239

Jason Vittone

Deputy Title IX Coordinator for Students
Director of Intercollegiate Athletics
William Woods University
Helen Stephens Sports Complex
Fulton, MO 65251
jason.vittone@williamwoods.edu
573-592-4387

Andrea Whelan

Deputy Title IX Coordinator for Employees
Assistant Director of Human Resources
William Woods University
Academic Building, Room 103
Fulton, MO 65251
andrea.whelan@williamwoods.edu
573-592-4308

Aimee Sapp, Ph.D.

Vice President and Dean of Academic Affairs
William Woods University
Academic Building, Room 106
Fulton, MO 65251
aimee.sapp@williamwoods.edu
573-592-4391

Julie Houseworth

Chief Financial Officer
William Woods University
Academic Building, Room 101
Fulton, MO 65251

julie.houseworth@williamwoods.edu

573-592-4260

Jahnae H. Barnett, Ph.D.

President

William Woods University

Academic Building, Room 215

Fulton, MO 65251

jahnae.barnett@williamwoods.edu

573-592-4216

Mike Wills

Director of Residential Life and Campus Safety (DRL/CS)

William Woods University

McNutt Campus Center, Room 204

Fulton, MO 65251

mike.wills@williamwoods.edu

573-592-1191

Fulton Police Department

Fulton, MO 65251

573-593-3100

Steven Mitchell

Office for Civil Rights – Region 7

U.S. Department of Health and Human Services

601 East 12th Street - Room 353

Kansas City, MO 64106

Voice Phone 800-368-1019

FAX 816-426-3686

TDD 800-537-7697

Appendix C

University, Local, and Other Resources

Medical and Counseling Services (*for traditional on-campus students*):

Counseling and Health Services (Traditional On-Campus Students)

Stone-Campbell Apartments (Apt. A)

573-592-4222

Jenn Burton, Office Manager

health.services@williamwoods.edu

Chaplain

Office of Faith Services
Stone-Campbell Apartments (Apt. A)
573-592-4222

Director of Disability Services

Academic Building, Room 109
573-592-1194

Medical Services – Off Campus

Local facilities include, but are not limited to:

Fulton Medical Center

10 Hospital Drive, Fulton

University Hospital

One Hospital Drive, Columbia

Women’s and Children’s Hospital

404 Keene Street, Columbia

Boone Hospital Center

1600 East Broadway, Columbia

St. Mary’s Health Center

2505 Mission Drive, Jefferson City

Audrain Medical Center

620 E. Monroe, Mexico

Counseling Services – Off Campus**Coalition Against Rape and Domestic Violence (CARDV)**

573-642-1418 or toll free at 866-642-4422.

Trained staff provides private and confidential information, counseling, and referral for medical, legal, and recovery issues 24 hours a day, seven (7) days a week.

National Sexual Assault Hotline

800-656-HOPE(4673)

Legal Assistance

Mid-Mo Legal Services

120 West Broadway
Columbia, MO 65203
573-442-0116
800-568-4931

Appendix D

Excerpt From Faculty Handbook

Chapter 9: Non-Reappointment Appeals

This appeal procedure is applicable only when recommendations for non-reappointment or termination of a three-year contract or tenured appointment are made.

- **Recommendations regarding the action (meaning termination or non-reappointment) are made initially by the Academic Dean. The faculty member may request that the recommendation be in writing.**
- Within three days after making the recommendation regarding the action, the Academic Dean must confer with the faculty member. During this conference, the Academic Dean must state specifically the reason(s) for this recommendation. The Academic Dean must also inform the faculty member of his or her right to appeal this recommendation regarding the action and ensure that the faculty member involved understands the procedure he or she must follow to appeal. To ensure that the faculty member understands his or her rights, the chair of the Personnel Committee must be available to meet with the person at his or her request to further explain the appeal process.
- If the faculty member agrees that the recommendation regarding the action is justified and/or does not wish to appeal the decision, the matter shall end, the recommendation shall stand and the action shall be taken.
- If the faculty member does not accept the Academic Dean's recommendation regarding the action, the faculty member must send a written request for appeal to the chair of the Faculty Personnel Committee with informational copies to the Academic Dean and the faculty member's Dean or Division Chair. The written request for appeal must be received by the chair of the Faculty Personnel Committee within ten days of the day of the Academic Dean's conference with the faculty member.
- Once the request for an appeal has been received, the chair of the Faculty Personnel Committee shall send a memorandum to the Academic Dean, the faculty member and all members of the Faculty Personnel Committee that includes a copy of the appeal, establishes a date, time and

place for the hearing, and sets forth any other matters deemed advisable by the chair. The date of the hearing must be scheduled no later than ten school days following the date of the request from the faculty member.

- In cases of non-reappointment of three-year contracts, the jurisdiction of the committee is limited solely to a determination as to whether the proper procedure was followed. That is to say, the committee's sole function is to determine whether the requirement of timely notice to the faculty member has been followed as set forth in this handbook. The committee does not have jurisdiction to review any substantive matters such as whether the reason(s) given for the action are appropriate or are supportable.
- The hearing shall be conducted in a manner determined by the committee chair in consultation with the members of the committee. The faculty member and the dean or his or her representative are entitled to be present. The faculty member and the Academic Dean may send a written notice to the chair no later than five business days prior to the hearing indicating that they expect to call certain persons to appear before the committee as witnesses. All persons to be directly involved in the hearing and persons who have been requested to appear as witnesses shall be notified in writing by the chair at least three business days prior to the hearing date. The hearing process will continue for the period determined by the committee until the committee in its opinion has accumulated information and supporting data sufficient to render a recommendation in the case. The sole jurisdiction of the faculty committee shall be either to endorse the dean's recommendation or to recommend that said decision be reversed.
- The decision of the committee must be announced in writing within two school days after the hearing has been concluded in a written memorandum from the committee chair to the faculty member, the Dean or Division Chair, the Academic Dean, and the President. The President shall review the recommended decision of the committee and render a final decision endorsing the committee recommendation or overruling it. Except as described in the next sentence, the decision of the President is final and non-appealable. In the case of the termination of a tenured faculty member only, a faculty member who is aggrieved by the decision of the President shall have a right to a final appeal to the executive committee of the Board of Trustees.
- In the event of an appeal to the Executive Committee of the Board as noted in the preceding section, the time, date and place of such a hearing shall be arranged by the President in consultation with the Chair of the Executive Committee. The hearing will be conducted in a manner to be determined by the Chair of the Executive Committee in consultation with the Committee members. The decision of the Executive Committee will be determined by majority vote and will be announced in a memorandum sent by the President no later than two business days after the decision of the Committee. The memorandum of the President shall be

addressed to the faculty member, the Academic Dean, and to all members of the Personnel Committee. The decision of the Executive Committee is final and non-appealable.

Appendix E

Education

Campus safety and security are matters of significant importance on the William Woods University campus, and the University is dedicated to educating the University community about dating violence, domestic violence, sexual assault, and stalking.

Campus Safety personnel provide safety information to the campus and also work with the local police department to provide safety programs for the students and employees. The focus of this educational programming effort is to increase awareness of safety issues and to provide students and employees with information about campus security procedures. New students and employees receive security/safety information during orientation sessions and are encouraged to report safety concerns, emergencies, and/or crimes to the safety office.

The Student Life staff, other uUniversity staff, and student organizations also sponsor educational programs dealing with issues such as sexual assault, including rape and acquaintance rape, alcohol awareness, substance abuse, etc. Topics are addressed through a variety of measures including campus flyers and promotional materials, speakers, videos, curriculum, etc. In addition, hall meetings are held to address hall safety procedures and security issues identified by the Student Life staff.

For a list of specific programs offered, please see the University's Annual Security Report at williamwoods.edu/safetyreport.

Appendix F

Risk Reduction

Campus safety and security are matters of significant importance on the William Woods University campus. Campus Safety officers are available to escort employees and students across campus after hours. For Campus Safety, dial 4357 (HELP) from a University phone or (573) 592-4357 from a cell phone. When you need the police, fire, or an emergency response, dial 9-911 from any University phone, or 911 from a cell or off-campus phone. Also, emergency phones have been installed in six strategic locations around campus. Also referred to as "blue phones," they have an attention-getting blue strobe mounted atop the units. The blue light is continually lit, and the strobe is activated when the emergency button is pressed. The phones contain two buttons:

- A red emergency button, which calls 911, used for emergencies ONLY

- A black button, which calls the WWU switchboard to summon assistance for non-emergency situations such as lock-outs and dead batteries.

All students, faculty, and staff also are encouraged to sign up for Woods Alert, an emergency notification system that uses text messaging and email. Information can be sent to your cell phone, wireless PDA or computer. Information includes the following categories:

- Emergency Information
- Campus Closings/Cancellations
- Important Announcements

Members of the campus community are encouraged to make safety a priority for themselves and the University. The following are some strategies to reduce one's risk of sexual assault or harassment (taken from Rape, Abuse, & Incest National Network, www.rainn.org)

1. Be aware of your surroundings. Knowing where you are and who is around you may help you to find a way to get out of a bad situation.
2. Try to avoid isolated areas. It is more difficult to get help if no one is around.
3. Walk with purpose. Even if you don't know where you are going, act like you do.
4. Trust your instincts. If a situation or location feels unsafe or uncomfortable, it probably isn't the best place to be.
5. Try not to load yourself down with packages or bags as this can make you appear more vulnerable.
6. Make sure your cell phone is with you and charged and that you have cab money.
7. Don't allow yourself to be isolated with someone you don't trust or someone you don't know.
8. Avoid putting music headphones in both ears so that you can be more aware of your surroundings, especially if you are walking alone.
9. When you go to a social gathering, go with a group of friends. Arrive together, check in with each other throughout the evening, and leave together. Knowing where you are and who is around you may help you to find a way out of a bad situation.
10. Trust your instincts. If you feel unsafe in any situation, go with your gut. If you see something suspicious, contact law enforcement immediately (local authorities can be reached by calling 911 in most areas of the U.S.).

11. Don't leave your drink unattended while talking, dancing, using the restroom, or making a phone call.
If you have left your drink alone, just get a new one.
12. Don't accept drinks from people you don't know or trust. If you choose to accept a drink, go with the person to the bar to order it, watch it being poured, and carry it yourself. At parties, don't drink from the punch bowls or other large, common open containers.
13. Watch out for your friends, and vice versa. If a friend seems out of it, is way too intoxicated for the amount of alcohol they have had, or is acting out of character, get him or her to a safe place immediately.
14. If you suspect you or a friend have been drugged, contact law enforcement immediately (local authorities can be reached by calling 911 in most areas of the U.S.). Be explicit with doctors so they can give you the correct tests (you will need a urine test and possibly others).
15. If you need to get out of an uncomfortable or scary situation, here are some things that you can try:
 - a. Remember that being in this situation is not your fault. You did not do anything wrong; it is the person who is making you uncomfortable that is to blame.
 - b. Be true to yourself. Don't feel obligated to do anything you don't want to do. "I don't want to" is always a good enough reason. Do what feels right to you and what you are comfortable with.
 - c. Have a code word with your friends or family so that if you don't feel comfortable you can call them and communicate your discomfort without the person you are with knowing. Your friends or family can then come to get you or make up an excuse for you to leave.
 - d. Lie. If you don't want to hurt the person's feelings, it is better to lie and make up a reason to leave than to stay and be uncomfortable, scared, or worse. Some excuses you could use are: needing to take care of a friend or family member, not feeling well, having somewhere else that you need to be, etc.
16. Try to think of an escape route. How would you try to get out of the room? Where are the doors? Windows? Are there people around who might be able to help you? Is there an emergency phone nearby?
17. If you and/or the other person have been drinking, you can say that you would rather wait until you both have your full judgment before doing anything you may regret later.

Appendix G

Bystander Intervention

Bystanders play a critical role in the prevention of sexual violence. They are “individuals who observe violence or witness the conditions that perpetuate violence. They are not directly involved but have the choice to intervene, speak up, or do something about it.” We want to promote a culture of community accountability where bystanders are actively engaged in the prevention of violence without causing further harm. We may not always know what to do even if we want to help. Below is a list of some ways to be an active bystander.

1. Watch out for your friends and fellow students/employees. If you see someone who looks like they could be in trouble or need help, ask whether they are ok.
2. Confront people who seclude, hit on, and try to make out with, or have sex with people who are incapacitated.
3. Speak up when someone discusses plans to take sexual advantage of another person.
4. Believe someone who discloses sexual assault, abusive behavior, or experience with stalking.
5. Refer people to on- or off-campus resources listed in this document for support in health, counseling, or with legal assistance.

If you or someone else is in immediate danger, call 911. This could be when a person is yelling at or being physically abusive towards another and it is not safe for you to interrupt.

Degree Programs

A.A. Associate of Arts

The Associate of Arts (A.A.) is a 61-hour degree rooted in the University’s General Education curriculum. Program completion qualifies a student for admission into a bachelor’s program of the University and meets the institution’s General Education requirements

Degree programs can be completed in 2 years if students remain continuously enrolled at full-time status.

A.S. Associate of Science

The Associate of Science (A.S.) is a 68-hour degree rooted in a scientific or technical field. It meets the institution’s General Education requirements

Degree programs can be completed in 2 years if students remain continuously enrolled at full-time status.

B.A. Bachelor of Arts

The Bachelor of Arts degree usually includes a major of 30-42 credits and a minor of 18 credits. Majors associated with the bachelor of arts are most appropriate to students seeking a liberal-learning, pre-professional or graduate school orientation.

Degree programs can be completed in 4 years if students remain continuously enrolled at full-time status.

B.A.S. Bachelor of Applied Science

The Bachelor of Applied Science degree includes a major of 51 credit hours. It is a degree completion program designed for individuals who already hold an Associate's degree in Applied Science (A.A.S.). This degree is designed to further the knowledge and management skills of employees and managers whose previous educational background is primarily technical or industrial.

Degree programs can be completed in 4 years if students remain continuously enrolled at full-time status.

B.F.A. Bachelor of Fine Arts

The Bachelor of Fine Arts degree includes a major of 60 - 72 credit hours. It does not require a minor.

Degree programs can be completed in 4 years if students remain continuously enrolled at full-time status.

B.S. Bachelor of Science

The Bachelor of Science degree usually includes a major of 42 to 60 credits. This degree does not require a minor. Majors associated with the bachelor of science degree best serve students interested in preparation for more immediate career opportunities and provide more extensive course work with an applied emphasis.

Degree programs can be completed in 4 years if students remain continuously enrolled at full-time status.

B.S.W. Bachelor of Social Work

The Bachelor of Social Work degree includes a major of 48 credit hours. It does not require a minor

Degree programs can be completed in 4 years if students remain continuously enrolled at full-time status.

Majors

Accounting B.S.

The requirements of the Accounting major are designed to prepare students for careers in business and industry accounting, internal auditing, government accounting, not-for-profit accounting and management. Students who are interested in a career as a certified public accountant (CPA) must meet the specific requirements that pertain to the state where they wish to practice.

Course List - Total Hours: 57

B.S. ACCOUNTING – 57 credits

2016-2017 Catalog

ID#: _____

Name: _____

Advisor: _____

*****Students are required to have 122 distinct credits for graduation*******REQUIRED COURSES 51 credits**

Course	Credit	Semester Completed	Grade Earned	Substitutions
ACC240 Principles of Accounting I	3			
ACC241 Principles of Accounting II	3			
ACC312 Intermediate Accounting I	3			
ACC319 Taxation for Enterprenuers	3			
ACC322 Intermediate Accounting II	3			
ACC343 Cost/Managerial Accounting	3			
ACC4__ Internship ____ (I – XII)	3			
ACC412 Advanced Productivity Tools	3			
ACC430 Applied Accounting Strategies	3			
ACC441 Auditing	3			
BUS214 Business Ethics	3			
BUS335 Business Law	3			
BUS415 Corporate Finance	3			
ECN251 Macroeconomics	3			
ECN252 Microeconomics	3			
MAT114 Elementary Statistics	3			
MIS125 Productivity Tools	3			

Required Electives 6 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
ACC200 Introductory Projects	3			
ACC300 Independent Study	3			
ACC400 Advanced Projects	3			
ACC451 Internship II	3			
ACC4__ Internship ____ (I – XII)	____			
BUS307 Retail Management	3			
BUS324 Personal Finance	3			
BUS351 Principles of Management	3			
BUS450 Policy & Procedure	3			

Air Force ROTC (Off Campus Agreement) B.S.

Students who wish to participate in the Air Force ROTC program may take courses at University of Missouri – Columbia and earn elective credit towards their Bachelor’s Degree with William Woods University.

Please visit <http://airforce.missouri.edu/about.html> site to learn more about the program and access the schedule of courses.

American Sign Language (ASL) Studies B.A.

Bachelor of Arts degree programs require a minor and a year of a foreign language.

Students must earn a grade of “C” or better to continue on in their sequence of majors courses. If a student does not receive a grade of “C” or better, they will be invited to repeat the course. The curriculum is designed for classes to layer information and skill, thus lack of skill development in a prerequisite course will not lead to success in future work. For example: If a student receives a “C” in ASL II they may go on to ASL III. If a student receives a “D” in ASL II, they will be invited to repeat the course until they earn a grade of “C” or better.

Course List - Total Hours: 42

ID#: _____

Name: _____

Advisor: _____

*****Students are required to have 122 distinct credits for graduation*****

Bachelor of Arts degree programs require a minor and a year of a foreign language.

Foreign Language _____ **Minor:** _____

(ASL Studies majors will complete the foreign language requirement with ASL language courses)

REQUIRED COURSES
39 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
ASL101 Career Seminar in ASL Studies	3			
~ASL105 American Sign Language I	3			
~ASL120 Deaf Culture	3			
~ASL145 American Sign Language II	3			
~ASL205 American Sign Language III	3			
ASL220 Ethics and Decision Making	3			
ASL240 Fingerspelling & Numbers	3			
~ASL245 American Sign Language IV	3			
~ASL305 American Sign Language V	3			
ASL316 Lngstc Non-Manual Mrkrs ASL	3			
ASL345 American Sign Language VI	3			
~ASL425 Linguistics of ASL	3			
ASL430 ASL Literature	3			

~Students **must** earn a final grade of **C or higher** to continue on in their sequence of major courses.

Required Elective 3 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
PSY209 Child Develop & Behavior	3			
PSY221 Educational Psychology	3			
SCA353 Race and Ethnicity	3			
SWK273 Crime Victimization in America	3			
SWK274 Mental Health Srvcs & Policies	3			
SWK316 Human Behav in Eviron I	3			
SWK317 Human Behav in Eviron II	3			
SWK388 Social Welfare Policy	3			

Art B.A.

*Bachelor of Arts degree programs require a minor and a year of a foreign language.

B.A. art majors have the opportunity to gain a solid foundation in traditional art processes and techniques. They learn to appreciate, produce, and understand the arts in historical and cultural contexts. The Bachelor of Arts degree Visual Art majors choose from one of three concentrations: Art Education, Photography, or Studio Arts. Studio and photography majors take art electives focusing in their area of interest. The Art Education concentration provides future K-12 art teachers with the ability to design curriculum specific to the visual arts, while exploring a wide variety of art processes.

Course List - Total Hours: 40 -93

ID#: _____

Name: _____

Advisor: _____

*****Students are required to have 122 distinct credits for graduation*****

Bachelor of Arts degree programs require a minor and a year of a foreign language.

Minor: _____ Foreign Language: _____

Concentration: _____

REQUIRED COURSES 19 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
ART105 Basic Design	3			
ART110 Drawing I	3			
ART115 Color & Light	3			
ART210 Portfolio Development	1			
ART230 Survey of Western Art I	3			
ART231 Survey of Western Art II	3			
ART470 Senior Practicum	3			

Concentration Requirements 21-74 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
Photography Concentration:	21			
ART256 Digital Imaging	3			
ART276 Digital Art	3			
ART326 Studio Photography	3			
Art: _____	3			
Art: _____	3			
Art: _____	3			
Art: _____	3			
Studio Art Concentration:	21			
Art History: One Course Required	3			
ART233 Women, Art & Society (or) ART331 Modern & Contemporary Art	3			
Studio Art: Both Courses Required	6			
ART206 Painting I	3			
ART208 Sculpture I	3			
Art Electives	12			
Art: _____	3			

Art:_____	3			
Art:_____	3			
Art:_____	3			
ART Education: 74				
Required Content Knowledge Courses 24 credits				
ART206 Painting I	3			
ART208 Sculpture I	3			
ART212 Printmaking I	3			
ART215 Weaving & Fiber Arts I	3			
ART222 Ceramics I	3			
ART276 Digital Art	3			
ART282 Art in Elementary School	3			
ART418 Methods of Teaching	3			
Required Professional Education Courses 50 credits (Art Ed Concentration only)				
EDU201 Multicultural Education	3			
EDU211 Educational Technology I	3			
EDU231 Exceptional Child	3			
EDU250 Foundations	3			
EDU291 Pre-Student Teaching I	1			
*EDU292 Pre-Student Teaching II	1			
EDU392 Reading in the Content Area	3			
*EDU422 Measurement & Assessment	3			
*EDU441 Analysis and Correction	3			
*EDU453 Classroom Management	3			
*EDU492 Educational Seminar	3			
*EDU499 Supervised Tch (Secondary)	12			
PSY209 Child Development	3			
PSY221 Educational Psychology	3			
PSY316 Psych of Adoles/Mid Child	3			
<p>Students who plan to teach Art grades K-12 in Missouri must complete the Art Education sequence of courses and the requirements for Secondary Certification (50 hours).</p> <p>*Students must have applied and received admission to the Teacher Education Program in order to take 400 level courses. Please speak with your advisor or the department of education if you have questions.</p> <p><u>Education majors must complete all major courses, including concentration and secondary certification courses (if applicable), with a final grade of 'C' or better.</u></p>				

ASL - English Interpreting B.A. or B.S.

*Bachelor of Arts degree programs require a minor and a year of a foreign language.

The interpreting program prepares students to effectively communicate and interpret between American Sign Language (ASL) and English. Practicum experiences are provided in educational, medical, vocational and other settings. The program also provides for interaction with students at the Missouri School for the Deaf, the local deaf community, and deaf instructors and tutors in a state-of-the-art interpreting lab.

Students must earn a grade of 'C' or better to continue on in their sequence of majors courses. If a student does not receive a grade of 'C' or better, they will be invited to repeat the course. The curriculum is designed for classes to layer information and skill, thus lack of skill development in a prerequisite course will not lead to success in future work. For example: If a student receives a 'C' in Interpreting II they may go on to Interpreting III. If a student receives a 'D' in Interpreting II, they will be invited to repeat the course until they earn a grade of 'C' or better.

Course List - Total Hours: 57

ID#: _____

Name: _____

Advisor: _____

*****Students are required to have 122 distinct credits for graduation*****

Bachelor of Arts degree programs require a minor and a year of a foreign language.

Foreign Language _____ **Minor:** _____

REQUIRED COURSES 51 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
ASL101 Career Seminar in ASL Studies	3			
~ASL120 Deaf Culture	3			
ASL220 Ethics and Decision Making	3			
*ASL345 American Sign Language VI	3			
~*ASL425 Linguistics of ASL	3			
*ASL430 ASL Literature	3			
*ITP211 Theory of Interpretation	3			
*ITP217 Comparative Translation	3			
~ITP301 Interpreting I	3			
~ITP310 Interpreting in Adv Settings I	3			
~ITP351 Interpreting II	3			
~ITP375 Interpreting III	3			
~ITP380 Interpreting IV	3			
~ITP410 Interpreting in Adv Settings II	3			
~ITP450 Senior Capstone	3			
~ITP451 Field Practicum I	3			
~ITP452 Field Practicum II	3			

*Students **must** complete the appropriate **ASL I-V** pre-requisite courses with a grade of **C or higher**, or demonstrate equivalent experience for instructor waiver of pre-req before they can register for designated courses.

~Students **must** earn a final grade of **C or higher** to continue on in their sequence of major courses.

Required English Elective 3 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
ENG222 Intro to Rhetoric	3			
ENG301 Grammar & Syntax	3			
ENG411 Rhetorical Analysis & Criticism	3			

Required Elective 3 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
PSY209 Child Develop & Behavior	3			
PSY221 Educational Psychology	3			
SCA353 Race and Ethnicity	3			
SWK273 Crime Victimization in America	3			
SWK274 Mental Health Svcs & Policies	3			

SWK316 Human Behav in Eviron I	3			
SWK317 Human Behav in Eviron II	3			
SWK388 Social Welfare Policy	3			

Athletic Training B.S.

This major academically prepares students interested in a career as a certified athletic trainer. Upon graduation students will be eligible to sit for the National Athletic Trainers' Board of Certification examination. The program encompasses specific coursework in the areas of the sports sciences and athletic training. The program was granted initial CAAHEP accreditation in April 2004.

Students are required to formally apply for acceptance into the major. Traditionally this process will take place during the second semester of the candidate's freshman year. Students must accumulate 200 hours of observation prior to beginning their clinical courses.

The student will formally accumulate 800 clinical hours under the supervision of a clinical instructor. The majority of the clinical hours will be completed on campus with the opportunity to complete the balance of the clinical hours off campus at an approved clinical site.

Students are required to attend monthly sports medicine seminar as part of their formal clinical education. This aspect of the program allows the student the opportunity to interact and discuss current sports medicine related topics with a variety of allied health professionals.

The major also prepares students for continued study at the graduate level in a variety of areas in the sports sciences, or other allied health field.

Course List - Total Hours: 64

ID#: _____

Name: _____

Advisor: _____

*****Students are required to have 122 distinct credits for graduation*****

REQUIRED COURSES 64 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
ATR100 Personal Health	3			
ATR230 Prevention & Care of Injuries	3			
ATR231 Prevention & Care Lab	1			
ATR310 Clinical I	2			
ATR323 Clinical II	2			
ATR325 Therapeutic Modalities	4			
ATR326 Therapeutic Modalities Lab	0			
ATR330 Orthopedic Assess Upper Ext	4			
ATR331 Orthop Assess Upper Ext Lab	0			
ATR340 Orthoped Assess Lower Ext	4			
ATR341 Ortho Assess Lower Ext Lab	0			
ATR350 Therapeutic Exercise/Rehab	4			
ATR351 Therapeutic Exer/Rehab Lab	0			
ATR402 Manual Therapies	4			
ATR403 Manual Therapies Lab	0			
ATR420 Clinical III	2			
ATR423 Clinical IV	2			
ATR433 Admin in Athletic Training	2			
ATR443 Gen Med Conditions & Pharm	3			
ATR450 Senior Seminar	1			
EXS103 Nutrition	3			
EXS315 Exercise Technq & Prescrptn	3			
PED104 First Aid & CPR	2			
PED205 Intro to Anat/Physiology	3			
PED245 Anatomy/Physiology II	3			
PED321 Kinesiology	3			
PED322 Exercise Physiology	3			
PED405 Measurement & Evaluation	3			

ADMISSION CRITERIA:

1. Candidates must be in good academic standing with the university.
2. Candidates must sign an 'Intent of Major' form in the registrar's office.
3. Candidates must meet with the Program Director during the semester they plan to enroll in the program.

4. Current enrollment or completion of the following courses with a 2.5/4.0 GPA: ATR100, PED104, PED205, PED230 and PSY101.
5. Possess an overall GPA of 2.0/4.0 scale.
6. Letter of Application addressed to the Program Director and screening committee.
7. Names and contact information for two references.
8. Interview by the screening and selection committee.
 - *Applications for fall admission should be submitted by March 1st.
9. Students not admitted will be notified and advised by the Program Director.
10. Once admitted to the program the candidates are required to submit the following documentation before they begin the formal clinical education:
 - A. Physical examination form signed by their family physician.
 - B. Vaccination records including HBV vaccination and a TB test.
 - C. Meet the Technical Standards Policy for admission into the program
 - D. Purchase and submit proof of coverage for allied health student liability insurance.
 - E. Current First Aid and CPR certification.
 - F. Items A, B and D are the financial responsibility of the student. Failure to comply will exclude the student from the clinical portion of the program until all documentation is complete.

Athletic Training students are required to obtain/purchase student liability insurance. Division of Human Performance.

HEALTH POLICY:

1. Physical examination form signed by a physician. The form shall include an Endorsement by the physician that states the student is physically able to meet The requirements of the program. See Technical Standards.
2. Vaccination records including: Rubella, Tetanus, Mumps, Polio, Chicken Pox and HBV vaccination. The student may decline the HBV vaccination, but must have a signed waiver for the vaccine on file in the Program Director's office.
3. The physical examination and vaccinations are the financial responsibility of the Student. Failure to comply with the health policy will exclude the student from the Clinical portion of the program until all documentation is complete.

ACADEMIC POLICY:

Athletic Training students must take the following as part of their general education requirements: PSY101 (Social Science); MAT118 or higher levels (Math);BIO114/115 and CHM114/115 (Natural Science).

Biology B.A.

Bachelor of Arts degree programs require a minor and a year of a foreign language.

Students who plan to enter a graduate or professional school should consider taking organic chemistry, biochemistry, physics and two semesters of calculus, as well as careful selection of biology electives depending on future plans.

Course List - Total Hours: 50

B.A. BIOLOGY – 50 credits

2016-2017 Catalog

ID#: _____

Name: _____

Advisor: _____

*****Students are required to have 122 distinct credits for graduation*****

Bachelor of Arts degree programs require a minor and a year of a foreign language.

Minor: _____ Foreign Language: _____

REQUIRED COURSES 28 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
BIO114 General Biology I	4			
BIO115 General Biology I Lab	0			
BIO124 General Biology II	4			
BIO125 General Biology II Lab	0			
BIO231 Genetics	4			
BIO232 Genetics Lab	0			
BIO401 Evolution	3			
BIO450 Biology Senior Practicum	1			
CHM114 General Chemistry I	4			
CHM115 General Chemistry I Lab	0			
CHM124 General Chemistry II	4			
CHM125 General Chemistry II Lab	0			
CHM314 Organic Chemistry I	4			
CHM315 Organic Chemistry I Lab	0			

Required Electives 22 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
A&P Elective:	4			
BIO313 Human Anat & Physiology I	4			
BIO314 Human Anat & Physiol I Lab	0			
OR				
BIO317 Comp Vert Anat/Phys	4			
BIO318 Comp Vert Anat/Phys Lab	0			
Field Course Elective:	4			
BIO310 Vertebrate Zoology	4			
BIO322 Vertebrate Zoology Lab	0			
BIO330 Ecology	4			
BIO331 Ecology Lab	0			
BIO400 _____ *Approved Field course w/lab	4			
Math Elective:	3-5			
MAT124 Calculus I	5			
MAT304 Biological Statistics	3			
Upper Level BIO/CHM Elective:	11			
BIO _____	3-4			
BIO _____	4			

BIO____	4			
CHM____	3-4			

Cannot use a course for the upper level elective that has been applied to the Core, A&P or Field elective and no more than 3 credits of internship can count toward upper level electives

Biology B.S.

Course List - Total Hours: 67- 80

ID#: _____

Name: _____

Advisor: _____

*****Students are required to have 122 distinct credits for graduation*****

Concentration: _____

REQUIRED CORE COURSES 36 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
BIO114 General Biology I	4			
BIO115 General Biology I Lab	0			
BIO124 General Biology II	4			
BIO125 General Biology II Lab	0			
BIO231 Genetics	4			
BIO231 Genetics Lab	0			
BIO401 Evolution	3			
BIO450 Senior Practicum	1			
CHM114 General Chemistry I	4			
CHM115 General Chemistry I Lab	0			
CHM124 General Chemistry II	4			
CHM125 General Chemistry II Lab	0			
CHM314 Organic Chemistry I	4			
CHM315 Organic Chemistry I Lab	0			
PHY201 Physics I	4			
PHY202 Physics I Lab	0			
PHY212 Physics II	4			
PHY213 Physics II Lab	0			

Required Field Course 4 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
BIO310 Vertebrate Zoology	4			
BIO322 Vertebrate Zoology Lab	0			
BIO330 Ecology	4			
BIO331 Ecology Lab	0			
BIO400 _____ *Approved Field course w/lab	4			
BIO430 Tropical Biology	4			
BIO431 Tropical Biology Lab	0			

Required Concentration 16-29 credits

Course	Credit	Semester	Grade	Substitutions
--------	--------	----------	-------	---------------

		Completed	Earned	
*Pre-Med Preparation Concentration:	16			
A&P Elective	4			
BIO313 Human Anat & Physiology I	4			
BIO314 Human Anat & Physiol I Lab	0			
OR				
BIO317 Comp Vert Anat/Phys	4			
BIO318 Comp Vert Anat/Phys Lab	0			
Chemistry Elective	4			
CHM324 Organic Chemistry II	4			
CHM325 Organic Chemistry II Lab	0			
OR				
CHM440 Biochemistry	4			
CHM441 Biochemistry Lab	0			
Required Math	5			
MAT124 Calculus I	5			
Math Elective	3-4			
MAT214 Calculus II	4			
MAT304 Biological Statistics	3			
**Pre-Vet Preparation Concentration:				
Required	21			
BIO303 Microbiology	4			
BIO304 Microbiology Lab	0			
CHM324 Organic Chemistry II	4			
CHM325 Organic Chemistry II Lab	0			
CHM440 Biochemistry	4			
CHM441 Biochemistry Lab	0			
EQS376 Equine Anatomy & Physlgy	3			
EQS404 Vet Medicine & Reproduct	3			
EQU117 Thry Perf Hrs Hlth Mngmnt	3			
Equine elective	3			
EQR___ Applied Riding	1			
EQR___ Applied Riding	1			
EQR___ Applied Riding	1			
EQU221 Stable Management	3			
EQS328 Equine Evaluation	3			
Math Elective	3-5			
MAT124 Calculus I	5			
MAT304 Biological Statistics	3			

*Additional coursework in the humanities, psychology and/or sociology is recommended, especially writing intensive classes.

**Additional Coursework in the humanities is recommended

Required Upper Level Electives 11 Hours

Course	Credit	Semester Completed	Grade Earned	Substitutions
--------	--------	--------------------	--------------	---------------

Any Upper Level BIO/CHM Electives:				
BIO__	3-4			
BIO__	4			
BIO__	4			
CHM__	3-4			

Cannot use a course for the upper level elective that has been applied to the Core, Field or Concentration and no more than 3 credits of internship can count toward upper level electives

Biology Education B.S.

Upon completing this program, students will be able to do the following:

- Demonstrate the process of scientific inquiry while relating the historical development of theories and knowledge in science.
- Analyze the relationship and interaction between science, technology and society.
- Demonstrate knowledge of the properties of matter and forces of nature.
- Demonstrate knowledge classification, structures and functions of living organisms.
- Demonstrate knowledge of ecosystem dynamics and interactions of organisms with the environment.
- Demonstrate knowledge of Earth processes and interactions.
- Demonstrate knowledge of characteristics, composition, and evolution of the universe.

*Education majors must complete all major courses, including concentration and secondary certification courses (if applicable), with a final grade of “C” or better.

Course List - Total Hours: 93

B.S. BIOLOGY EDUCATION (9-12 Certification) – 93 credits 2016-2017 Catalog

ID#: _____

Name: _____

Advisor: _____

*****Students are required to have 122 distinct credits for graduation*****

Education majors must complete all major courses, including concentration and secondary certification courses (if applicable), with a final grade of ‘C’ or better.

REQUIRED PROFESSIONAL EDUCATION COURSES 53 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
BIO418 Methods of Teaching Biology	3			
EDU201 Multicultural Education	3			
EDU211 Educational Technology I	3			
EDU231 Exceptional Child	3			
EDU250 Foundations	3			
EDU291 Pre-Student Teaching I	1			
*EDU292 Pre-Student Teaching II	1			
EDU392 Reading in the Content Area	3			
*EDU422 Measurement & Assessment	3			
*EDU441 Analysis & Correction	3			
*EDU453 Classroom Management	3			
*EDU492 Educational Seminar	3			
*EDU499 Supervised Tch (Secondary)	12			
PSY209 Child Psychology	3			
PSY221 Educational Psychology	3			
PSY316 Psych of Adoles/Mid Child	3			

****Students must have applied and received admission to the Teacher Education Program in order to take 400 level courses. Please speak with your advisor or the department of education if you have questions.**

REQUIRED CONTENT KNOWLEDGE COURSES 40 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
BIO114 General Biology I	4			
BIO115 General Biology I Lab	0			
BIO124 General Biology II	4			
BIO125 General Biology II Lab	0			
BIO209 Environmental Science	3			
BIO231 Genetics	4			
BIO232 Genetics Lab	0			
CHM114 General Chemistry I	4			
CHM115 General Chemistry I Lab	0			

CHM124 General Chemistry II	4			
CHM125 General Chemistry II Lab	0			
MAT114 Statistics	3			
PHY201 Physics I	4			
PHY202 Physics I Lab	0			
SCI205 The Scientific Enterprise	3			
SCI230 Earth Science	3			
Any Upper Level Biology Electives:	4			
BIO____	4			

Business Administration B.S.

The curriculum includes a core of courses and a selected concentration (15 credits) in one of the following areas: advertising and marketing, economics and finance, entrepreneurial management "only offered online", Leadership "only offered online", management, and management of Information Systems. Qualified students are encouraged to pursue a business-related internship.

Course List - Total Hours: 63

B.S. BUSINESS ADMINISTRATION – 63 credits

2016-2017 Catalog

ID#: _____

Name: _____

Advisor: _____

*****Students are required to have 122 distinct credits for graduation*****

Concentration: _____

(All Business Administration majors must also complete the required 15 hours for their concentration; bringing them up to the total 63 hours required for the major.)

REQUIRED COURSES 48 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
ACC240 Principles of Accounting I	3			
ACC241 Principles of Accounting II	3			
BUS206 Entrepreneurship	3			
BUS214 Business Ethics –or- BMT329 Managerial Ethics	3			
BUS231 Risk Mgt and Insurance	3			
BUS321 Principles of Marketing	3			
*BUS324 Personal Finance	3			
BUS332 Business Communications	3			
BUS335 Business Law	3			
BUS351 Principles of Management	3			
*BUS415 Corporate Finance	3			
BUS450 Business Policy & Procdr –or- BMT499 Mngrl Policies & Stratgs	3			
ECN251 Macroeconomics	3			
ECN252 Microeconomics	3			
MAT114 Elementary Statistics	3			
MIS125 Productivity Tools	3			

*Course prerequisites include non-major required course (MAT112 or MAT118) All prerequisites *must* be met to take denoted course.

Concentration Requirements 15 credits

Accounting Concentration:	15			
ACC312 Intermediate Accounting I	3			
ACC319 Taxation for Entrepreneurs	3			
ACC322 Intermediate Accounting II	3			
BUS403 Internship III	3			
Upper Level (3XX/4XX) Elective:	3			
ACC__	3			
BUS__	3			
ECN__	3			
MIS__	3			

Advertising & Marketing Concentrtn:	15			
BUS309 Salesmanship	3			
BUS403 Internship III	3			
BUS428 Public Relations	3			
BUS431 Advertising	3			
BUS461 Marketing Research	3			
Economics & Finance Concentration:	15			
ACC412 Advanced Productivity Tools	3			
BUS403 Internship III	3			
BUS435 Investments	3			
ECN325 Money and Banking	3			
ECN421 Managerial Economics	3			
Entrepreneurial Management:	15	**Only offered online**		
ACC319 Taxation for Entrepreneurs	3			
BMT301 Leadership	3			
BMT325 Customer Service	3			
BMT357 Non-Profit Management	3			
BMT475 Human Resources Admin	3			
Leadership:	15	**Only offered online**		
BMT301 Leadership	3			
LDR345 Leading Teams	3			
LDR350 Change Leadership	3			
LDR450 Ethics in Leadership	3			
LDR475 Leadership Theory	3			
Management Concentration:	15			
BUS307 Retail Management	3			
BUS403 Internship III	3			
BUS421 Organizational Behavior	3			
ECN421 Managerial Economics	3			
Upper Level (3XX/4XX) Elective:	3			
ACC____	3			
BUS____	3			
ECN____	3			
MIS____	3			
MIS Concentration:	15			
MIS225 Database Management Syst	3			
MIS325 Website Development	3			
MIS350 Project Management	3			
MIS403 Internship III	3			
Upper Level (3XX/4XX) Elective:	3			
ACC____	3			

BUS__	3			
ECN__	3			
MIS__	3			

~ Please see 3rd page for 5 yr MBA

MBA in 5 Program

The following four MBA courses may be taken and counted towards a student's 122 required hours and then transferred into the MBA program upon graduation. Students, who want to complete the 5-year MBA

option, should work with their advisors to plan to complete the first 4 courses listed below during their final fall & spring undergraduate semesters. (Two courses in fall/spring and two courses in spring/fall)

5-Year MBA Senior Year Courses 12 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
BMT517 Humn Resourcs & Org Behavr	3			
BMT539 Business Law	3			
BMT545 Managerial Ethics	3			
BMT580 Management Systems	3			

The following 6 courses will be completed the fifth year of your MBA. Students can complete the courses either on campus or online.

5-Year MBA Graduate Year Courses 18 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
BMT524 Economics For Managers	3			
BMT538 Accounting For Managers	3			
BMT552 Mrktng Rsrch Decisions/Analys	3			
BMT566 Financial Decisions	3			
BMT569 Entrprnrshp/Mrktng Plan &Dev	3			
BMT590 Applied Case Project	3			

Communication B.S.

Communications major includes a core of 18 credits, a selected concentration (12 credits), and general communications electives (12 credits).

The concentration areas are: Digital Filmmaking, Leadership, Media Journalism, or Public Relations.

Course List - Total Hours: 51

B.S. COMMUNICATION – 51 credits

2016-2017 Catalog

ID#: _____

Name: _____

Advisor: _____

*****Students are required to have 122 distinct credits for graduation*****

Concentration: _____

REQUIRED COURSES 18 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
COM101 Intro to Speech	3			
COM150 Survey of Production Tech	3			
COM190 Intro to Mass Media	3			
COM320 Communication Theory	3			
COM330 Communication Law	3			
COM499 Senior Seminar	3			

Concentration Requirements 21 credits

Digital Filmmaking Concentration:	21			
COM231 Fndmntls Film Making	3			
COM311 Visual Storytllng & Scrnwrtng	3			
COM312 Screenplay Analysis/Treatmnt	3			
COM332 Adv Prodctn & Cinematgrphy	3			
COM432 Adv Editing Post Production	3			
ENG210 Introduction to Film Studies	3			
ENG327 Film Theory and Criticism	3			
Leadership Concentration:	21			
BUS351 Principles of Management	3			
BUS421 Organizational Behavior	3			
COM203 Interpersonal Communication	3			
COM213 Gender Communications	3			
COM220 Logic & Persuasion	3			
COM316 Small Group Leadership	3			
COM434 Visionary Leadership	3			
Media Journalism Concentration:	21			
ART256 Fundamentals of Photography	3			
COM110 Beginning Media Writing	3			
COM231 Fndmntls Film Making	3			
COM335 Public Affairs Reporting	3			
COM337 Interactive Web Communctn	3			
COM373 Announcing and Report I	3			
COM415 Feature Writing & Magazine	3			

Public Relations Concentration:	21			
ART256 Fundamentals of Photography	3			
BUS321 Principles of Marketing	3			
BUS332 Business Communications	3			
BUS428 Public Relations	3			
COM110 Beginning Media Writing	3			
COM316 Small Group Leadership	3			
COM337 Interactive Web Communctn	3			

Required Electives 12 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
Required Electives:	12			
COM__	3			
COM__	3			
COM__	3			
COM__	3			

Criminal Justice B.S.

The goal of the criminal justice program here at William Woods University is to permit students to maximize their hiring potential by allowing them concentrate in a particular area of study, and in some cases, choose to double major in a related field of study. We offer three concentration areas which address the growing nature of the field of criminal justice. Students can concentrate law enforcement, homeland and industrial security or mental health and counseling.

Course List - Total Hours: 54

B.S. Criminal Justice – 54 credits

2016-2017 Catalog

ID#: _____

Name: _____

Advisor: _____

*****Students are required to have 122 distinct credits for graduation*****

Concentration: _____

REQUIRED CORE COURSES 36 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
CMJ110 Intro to Criminal Justice	3			
CMJ120 Corrections, Probtn & Parole	3			
CMJ180 Criminology	3			
CMJ220 Technology & Criminal Justice	3			
CMJ270 Criminal Law	3			
CMJ280 Criminal Procedure	3			
CMJ290 Criminal Justice Ethics	3			
CMJ355 Criminal Invstgtn & Crime Scn	3			
CMJ370 Drugs & Crime in Society	3			
CMJ380 Research Mthds in Crmnl Jstc	3			
CMJ490 Senior Seminar	3			
MAT114 Elementary Statistics	3			

Concentration Requirements 18 credits

Homeland & Industrial Security Concentration:	18			
CMJ240 Intro to Homeland Security	3			
CMJ260 Emergency Mgmt & Dstr Pln	3			
CMJ320 Terrorism	3			
CMJ (3XX/4XX) _____	3			
CMJ (3XX/4XX) _____	3			
CMJ (3XX/4XX) _____	3			
Law Enforcement Concentration:	18			
CMJ160 Police Process	3			
CMJ310 Community Policing	3			
CMJ330 Crime Mapping	3			
CMJ (3XX/4XX) _____	3			
CMJ (3XX/4XX) _____	3			
CMJ (3XX/4XX) _____	3			
Mental Health & Counseling Concentration:	18			
SWK273 Crime Victimizatn in America	3			
SWK304 Dmstc Violence Thry/Intrvntns	3			
SWK340 Child Abuse & Neglect	3			

PSY310 Social Psychology	3			
PSY411 Abnormal Psychology	3			
CMJ (3XX/4XX)____	3			

Education (Elementary) B.S.

Students who plan to teach grades 1-6 in Missouri complete this sequence of courses and a concentration of 50 hours.

Students who complete the 12-hour Early Childhood concentration sequence and the Elementary Education major concurrently can also be recommended for certification to teach birth through third grade.

Students interested in becoming certified to teach in other states need to follow these program requirements and be recommended for Missouri certification by the Office of the Registrar. They may then take that certification to other states. Policies vary among states.

Information on the curriculum, policies and requirements of the University's Teacher Education Program and of its teacher certification process is available in the Teacher Education Program handbook. The handbook is posted on the Education program's website.

*Education majors must complete all major courses, including concentration and secondary certification courses (if applicable), with a final grade of "C" or better.

Course List - Total Hours: 118

B.S. ELEMENTARY EDUC (1-6 Certification) – 118 credits

2016-2017 Catalog

ID#: _____

Name: _____

Advisor: _____

*****Students are required to have 122 distinct credits for graduation*****

Education majors must complete all major courses, including concentration and secondary certification courses (if applicable), with a final grade of 'C' or better. For admission to the Teacher Education Program, students must have a 3.0 GPA with

REQUIRED PROFESSIONAL EDUCATION COURSES 68 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
EDU201 Multicultural Education	3			
EDU211 Educational Technology I	3			
EDU231 Exceptional Child	3			
EDU250 Foundations	3			
EDU291 Pre-Student Teaching I	1			
*EDU292 Pre-Student Teaching II	1			
EDU317 Integrated Curriculum I	3			
EDU318 Integrated Curriculum II	3			
EDU341 Teaching Math (Elementary)	3			
EDU392 Reading in Content Area	3			
EDU393 Teaching Elementary Reading	3			
*EDU422 Measurement & Assessment	3			
*EDU441 Analysis & Correction	3			
*EDU453 Classroom Management	3			
*EDU490 Supervised Teaching (Elem)	12			
*EDU492 Educational Seminar	3			
MAT231 Math for Elementary Teachers	3			
PED352 Instrctnl Tchngs in Hlth K-12	3			
PSY209 Child Develop & Behavior	3			
PSY221 Educational Psychology	3			
PSY316 Adolescent Psychology	3			

****Students must have applied and received admission to the Teacher Education Program in order to take 400 level courses. Please speak with your advisor or the department of education if you have questions.**

Students are asked to complete the following courses in order to obtain the correct content knowledge necessary for becoming a teacher. These courses may also count for a student's General Education requirements:

**Substitutions may be approved with consent from the Education Certification Officer and the Chair of the Education Division

Concentration Requirements 50 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
Language Arts/Communication	15			

COM101 Intro To Speech Communctn	3			
ENG101 English Composition I	3			
ENG102 English Composition II	3			
ENG218 Introduction Creative Writing	3			
ENG301 Grammar and Syntax	3			
Mathematics	6			
MAT114 Elementary Statistics	3			
MAT231 Math for Elementary Teachers	3			
Science	11			
BIO105 Introduction to Biological Princ	4			
BIO106 Intro to Biological Princ Lab	0			
SCI130 Foundations of Science	4			
SCI131 Foundations of Science Lab	0			
SCI205 The Scientific Enterprise	3			
Social Science	18			
ECN251 Macroeconomics	3			
GEO201 Regions & Nations I or GEO202 Regions & Nations II	3			
HIS101 Western Civilization I or HIS102 Western Civilization II	3			
HIS103 History of the U.S. I or HIS104 History of the U.S. II	3			
HIS210 History of Missouri	3			
PLS105 Politics & Government	3			

EARLY CHILDHOOD CONCENTRATION (Optional)

Required Courses 12 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
Early Childhood Concentration:	12			
EDU261 Assessing Young Children	2			
EDU281 Early Childhood Principles	3			
EDU301 Family & Commun Resources	3			
EDU313 Early Chldhd Program Mgt	3			
EDU417 Practicum	1			

Education (Middle-Level) B.S.

Students who plan to teach grades 5-9 in Missouri complete this sequence of courses and a concentration in language arts, mathematics, social science or science

Students interested in becoming certified to teach in other states need to follow these program requirements and be recommended for Missouri certification by the Office of the Registrar. They may then take that certification to other states. Policies vary among states.

Information on the curriculum, policies and requirements of the University's Teacher Education Program and of its teacher certification process is available in the Teacher Education Program handbook. The handbook is posted on the Education program's website.

*Education majors must complete all major courses, including concentration and secondary certification courses (if applicable), with a final grade of "C" or better.

Course List - Total Hours: 95-98

B.S. MIDDLE-LEVEL EDUC (5-9 Certification) – 95-98 credits 2016-2017 Catalog

ID#: _____

Name: _____

Advisor: _____

*****Students are required to have 122 distinct credits for graduation*****

Concentration: _____

(All Middle-Level Education majors must complete a concentration in an eligible academic area.)

Education majors must complete all major courses, including concentration and secondary certification courses (if applicable), with a final grade of 'C' or better.

REQUIRED PROFESSIONAL EDUCATION COURSES 68 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
EDU201 Multicultural Education	3			
EDU211 Educational Technology I	3			
EDU231 Exceptional Child	3			
EDU250 Foundations	3			
EDU291 Pre-Student Teaching I	1			
*EDU292 Pre-Student Teaching II	1			
EDU311 Mid Sch Phil & Organization	3			
EDU314 Mid Sch Curr & Instruction	3			
EDU317 Integrated Curriculum I	3			
EDU318 Integrated Curriculum II	3			
EDU392 Reading in Content Area	3			
EDU393 Teaching Elementary Reading	3			
*EDU422 Measurement & Assessment	3			
*EDU441 Analysis & Correction	3			
*EDU453 Classroom Management	3			
*EDU492 Educational Seminar	3			
*EDU495 Supervised Tch (Mid-Level)	12			
PSY209 Child Development	3			
PSY221 Educational Psychology	3			
PSY316 Psy of Adoles/Mid-Lev Child	3			
Methods of Teaching Specialty Area:	3			
BIO418	3			
ENG418	3			
HIS418	3			
MAT418	3			

****Students must have applied and received admission to the Teacher Education Program in order to take 400 level courses. Please speak with your advisor or the department of education if you have questions.**

Students interested in teaching Middle Level Education must complete a concentration in an eligible academic area. William Woods University has received approval for the following concentrations and requirements.

Concentration Requirements 27-30 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
Language Arts	30			
ENG201 World Masterpieces I	3			
ENG202 World Masterpieces II	3			
ENG205 English Literature I	3			
ENG206 English Literature II	3			
ENG218 Introduction Creative Writing	3			
ENG238 American Literature I	3			
ENG239 American Literature II	3			
ENG301 Grammar and Syntax	3			
ENG308 Creative Writing	3			
Mathematics	27			
EDU341 Teaching Mathematics	3			
MAT114 Elementary Statistics	3			
MAT118 College Algebra	3			
MAT124 Calculus I	5			
MAT214 Calculus II	4			
MAT231 Math for Elementary Teachers	3			
MAT314 Higher Geometry	3			
MAT423 Theory of Numbers	3			
Science	30			
BIO114 General Biology I	4			
BIO115 General Biology I Lab	0			
BIO124 General Biology II	4			
BIO125 General Biology II Lab	0			
BIO209 Environmental Science	3			
CHM114 General Chemistry I	4			
CHM115 General Chemistry I Lab	0			
CHM124 General Chemistry II	4			
CHM125 General Chemistry II Lab	0			
PHY201 Physics I	4			
PHY202 Physics I Lab	0			
PHY212 Physics II	4			
PHY213 Physics II Lab	0			
SCI230 Earth Science	3			
Social Science	30			
ECN251 Macroeconomics	3			
ECN252 Microeconomics	3			
GEO201 Regions & Nations I	3			
GEO202 Regions & Nations II	3			

HIS101 Western Civilization I	3			
HIS102 Western Civilization II	3			
HIS103 History of the U.S. I	3			
HIS104 History of the U.S. II	3			
HIS210 History of Missouri	3			
PLS105 Politics & Government	3			

Education (Special) B.S.

Students who plan to teach special education in grades K-12 in Missouri complete these major requirements.

Students interested in becoming certified to teach in other states need to follow these program requirements and be recommended for Missouri certification by the Office of the Registrar. They may then take that certification to other states. Policies vary among states.

Information on the curriculum, policies and requirements of the University's Teacher Education Program and of its teacher certification process is available in the Teacher Education Program handbook. The handbook is posted on the Education program's website.

*Education majors must complete all major courses, including concentration and secondary certification courses (if applicable), with a final grade of "C" or better.

Course List - Total Hours: 85

B.S. SPECIAL EDUC (K-12 Certification) – 85 credits**2016-2017 Catalog**

ID#: _____

Name: _____

Advisor: _____

*****Students are required to have 122 distinct credits for graduation********Education majors must complete all major courses, including concentration and secondary certification courses (if applicable), with a final grade of 'C' or better.****REQUIRED COURSES 85 credits**

Course	Credit	Semester Completed	Grade Earned	Substitutions
EDU201 Multicultural Education	3			
EDU211 Educational Technology I	3			
EDU231 Exceptional Child	3			
EDU250 Foundations	3			
EDU258 Cross Categorical Disabilities	3			
EDU291 Pre-Student Teaching I	1			
EDU292 Pre-Student Teaching II	1			
EDU317 Integrated Curriculum I	3			
EDU318 Integrated Curriculum II	3			
EDU341 Teaching Mathematics (Elem)	3			
EDU351 Language Development	3			
EDU353 Teaching Remedial Math	3			
EDU358 Tch Cross Categorical Disabil	3			
EDU392 Reading in the Content Area	3			
EDU393 Teaching Elementary Reading	3			
EDU415 Conferencing & Consultation	3			
EDU420 Measurement & Evaluation	3			
EDU441 Analysis & Correction	3			
EDU453 Classroom Management	3			
EDU460 Career/Vocational Education	2			
EDU492 Educational Seminar	3			
EDU493 Supervised Tch (Special Ed)	12			
PED352 Instrctnl Tchngs in Hlth K-12	3			
MAT231 Math for Elementary Teachers	3			
PSY209 Child Develop & Behavior	3			
PSY221 Educational Psychology	3			
PSY316 Psy of Adoles & Mid-Lev Child	3			

Educational Studies B.S.

This major is for students who wish to study the Education field without obtaining teacher certification.

Students interested in seeking teacher certification should not enroll in this major. Instead, they should consult the Division of Education handbook for information on the curriculum, policies and requirements of the division and of teacher certification process.

Course List - Total Hours: 38

ID#: _____

Name: _____

Advisor: _____

*****Students are required to have 122 distinct credits for graduation*****

**REQUIRED COURSES
26 credits**

Course	Credit	Semester Completed	Grade Earned	Substitutions
EDU201 Multicultural Education	3			
EDU211 Educational Technology I	3			
EDU231 Exceptional Child	3			
EDU250 Foundations	3			
EDU291 Pre-Student Teaching I	1			
EDU292 Pre-Student Teaching II	1			
EDU392 Reading in Content Area	3			
EDU422 Measurement & Assessment	3			
EDU453 Classroom Management	3			
PSY221 Educational Psychology	3			

Required Electives 12 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
Elementary Concentration:	12			
EDU317 Integrated Curriculum I	3			
EDU318 Integrated Curriculum II	3			
PED352 Instrctnl Tchnqs in Hlth K-12	3			
PSY209 Child Develop & Behavior	3			
OR				
Secondary Concentration:	12			
Required Education Elective:	3			
PSY316 Psy of Adoles/Mid-Lev Child	3			
Upper Level Electives from Secondary Program Requirements:	6			
ART____	3			
ART____	3			
ART____	3			
COM/THA____	3			
COM/THA____	3			
COM/THA____	3			
EDU____	3			
EDU____	3			
EDU____	3			
ENG____	3			

ENG__	3			
ENG__	3			
HIS__	3			
HIS__	3			
HIS__	3			
PED__	3			
PED__	3			
PED__	3			
Lower Level Electives from Secondary Program Requirements:	3			
ART__	3			
COM/THA__	3			
ENG__	3			
HIS__	3			
PED__	3			

English B.A.

The English program prepares students to navigate in a world of texts—teaching ways to analyze the rhetorical and social contexts of the texts they encounter and how to produce texts in response that are theoretically engaged and personally informed. English majors are masters of clear and effective communication, never caught by the world in a farrago they can't engage and articulate, never without a witty or on-point response.

Bachelor of Arts degree programs require a minor and a year of a foreign language.

Course List - Total Hours: 39

ID#: _____

Name: _____

Advisor: _____

*****Students are required to have 122 distinct credits for graduation*****

Bachelor of Arts degree programs require a minor and a year of a foreign language.

Minor: _____ Foreign Language: _____

REQUIRED COURSES 21 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
ENG210 Intro to Film Studies	3			
ENG218 Intro to Creative Writing	3			
ENG222 Intro to Rhetoric	3			
ENG280 Intro to Literature	3			
ENG302 Technical Writing	3			
ENG308 Creative Writing	3			
ENG414 Shakespeare	3			
ENG440 Senior Seminar	3			

Required Electives 18 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
Required Intro Film Elective:	3			
ENG210 Intro to Film Studies	3			
ENG215 Film Genres	3			
Required Upper Level Film Elective:	3			
ENG316 Special Topics in Film	3			
ENG327 Film Theory/Criticism	3			
Electives (excludes ENG099, 101 and 102):	12			
ENG _____	3			
ENG _____	3			
ENG _____	3			
ENG _____	3			

*May not count for both elective and core credit

English Education B.S.

The English Ed program prepares future teachers to present to students a world of texts that are rhetorically and socially informed and to give students the tools to create their own theoretically aware and personally informed texts.

Students interested in becoming certified to teach in other states need to follow these program requirements and be recommended for Missouri certification by the Office of the Registrar. They may then take that certification to other states. Policies vary among states.

Information on the curriculum, policies and requirements of the University's Teacher Education Program and of its teacher certification process is available in the Teacher Education Program handbook. The handbook is posted on the Education program's website.

*Education majors must complete all major courses, including concentration and secondary certification courses (if applicable), with a final grade of "C" or better.

Course List - Total Hours: 92

B.S. ENGLISH EDUCATION (9-12 Certification) – 92 credits **2016-2017 Catalog**

ID#: _____

Name: _____

Advisor: _____

*****Students are required to have 122 distinct credits for graduation*****

Education majors must complete all major courses, including concentration and secondary certification courses (if applicable), with a final grade of 'C' or better.

REQUIRED PROFESSIONAL EDUCATION COURSES 53 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
EDU201 Multicultural Education	3			
EDU211 Educational Technology I	3			
EDU231 Exceptional Child	3			
EDU250 Foundations	3			
EDU291 Pre-Student Teaching I	1			
*EDU292 Pre-Student Teaching II	1			
EDU392 Reading in the Content Area	3			
*EDU422 Measurement & Assessment	3			
*EDU441 Analysis & Correction	3			
*EDU453 Classroom Management	3			
*EDU492 Educational Seminar	3			
*EDU499 Supervised Tch (Secondary)	12			
ENG418 Methods of Teaching	3			
PSY209 Child Psychology	3			
PSY221 Educational Psychology	3			
PSY316 Psych of Adoles/Mid Child	3			

***Students must have applied and received admission to the Teacher Education Program in order to take 400 level courses. Please speak with your advisor or the department of education if you have questions.**

REQUIRED CONTENT KNOWLEDGE COURSES 36 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
ENG101 English Composition I	3			
ENG102 English Composition II	3			
ENG201 World Masterpieces I or	3			
ENG202 World Masterpieces II				
ENG205 English Literature I or	3			
ENG206 English Literature II				
ENG218 Intro to Creative Writing	3			
ENG226 Young Adult Literature	3			
ENG238 American Literature I or	3			
ENG239 American Literature II				

ENG301 Grammar and Syntax	3			
ENG319 History of English Language	3			
ENG412 Comp for Prospective Tchrs	3			
ENG440 Senior Seminar	3			
English Education Electives:	3			
*ENG201 World Masterpieces I	3			
*ENG202 World Masterpieces II	3			
*ENG205 English Literature I	3			
*ENG206 English Literature II	3			
ENG210 Introduction to Film Studies	3			
ENG222 Introduction to Rhetoric	3			
ENG280 Introduction to Literature	3			
*May not count for both elective and core credit				

Equestrian Science B.S.

The major in Equestrian Science is designed specifically for those students who intend to pursue careers in the equine industry as instructors, trainers, equine managers, and riders. Students are exposed to a broad range of equestrian experiences that are both practical and theoretical.

Course List - Total Hours: 58

B.S. EQUESTRIAN SCIENCE – 58 credits

2016-2017 Catalog

ID#: _____

Name: _____

Advisor: _____

*****Students are required to have 122 distinct credits for graduation*****

REQUIRED COURSES 50 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
BUS206 Entrepreneurship	3			
EQS212 Thry of Teaching Tech I	3			
EQS306 Prctcl Equine Antmy & Cndtng	3			
EQS328 Equine Evaluation	3			
EQS404 Vet Med & Reproduction	3			
**EQS411 Teaching Tech Seminar	2			
EQU111 Intro to the Equine Industry	3			
EQU117 Thry Perf Hrs Hlth Mngmnt I	3			
EQU118 Thry Perf Hrs Hlth Mngmnt II	3			
*EQU201 Horse Mgt Practicum I	3			
EQU221 Stable Management	3			
*EQU391 Horse Mgt Practicum II	4			
EQU405 Equine Business Practices	3			
EQU415 Equestrian Senior Portfolio	2			
**Teaching Tech II EQS _____	1			
**Teaching Tech III EQS _____	2			
**Teaching Tech IV EQS _____	2			
Issues of Riding EQS _____	2			
PED104 First Aid & CPR	2			

*(Required grade of C or higher to satisfy major requirements - must be taken before student accumulates 90 credit hours/Senior standing.)

All students must have a current Red-Cross or American Heart Association certification in adult CPR and First Aid to register for Teaching Tech II/III/IV and EQS411 courses - **not to expire prior to class completion

RIDING COURSES 8 credits

Applied riding credit will be determined by the number of semesters the student is enrolled at WWU.				
<ul style="list-style-type: none"> • Each semester enrolled, one riding credit hour must be taken. • Equestrian Science Majors must ride at least one semester in three of the four applied riding seats. • All Applied Riding (EQR) courses may be repeated 				
Primary Seat EQR _____	1			
Primary Seat EQR _____	1			
Primary Seat EQR _____	1			
Additional Seat 1 EQR _____	1			
Additional Seat 2 EQR _____	1			
Elective Seat EQR _____	1			
Elective Seat EQR _____	1			
Elective Seat EQR _____	1			
EQS/EQR/EQA/EQU electives to reach 52 credits (for students w/ less than 8 semesters at WWU)				

Proficiency: Students must pass a proficiency examination. _____

Date Passed

Equine Administration B.S.

The major in Equine Administration is designed specifically for those students who intend to pursue career opportunities within equine industries and business organizations functioning as professional leaders, facility managers, administrators, and equine entrepreneurs. Students are offered coursework in the techniques of horse management, techniques of facility management, equine law, and equine business practices.

Course List - Total Hours: 57

B.S. EQUINE ADMINISTRATION – 57 credits

2016-2017 Catalog

ID#: _____

Name: _____

Advisor: _____

*****Students are required to have 122 distinct credits for graduation*****

REQUIRED COURSES 54 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
ACC240 Accounting I	3			
BUS206 Entrepreneurship	3			
BUS332 Business Communications	3			
BUS351 Principles of Management	3			
BUS421 Organizational Behavior	3			
COM316 Small Group Leadership -or- COM213 Gender Communications	3			
*EQA305 Tech of Facility Management	4			
EQA320 Equine Event Management	3			
*EQA420 EQA Seminar	2			
EQU111 Intro to the Equine Industry	3			
EQU117 Thry Perf Hrs Hlth Mngmnt I	3			
EQU118 Thry Perf Hrs Hlth Mngmnt II	3			
*EQU201 Horse Mgt Practicum I	3			
EQU221 Stable Management	3			
*EQU391 Horse Mgt Practicum II	4			
EQU405 Equine Business Practices	3			
EQU415 Equestrian Senior Portfolio	2			
MIS125 Productivity Tools	3			

*Required grade of C or higher to satisfy major requirements – EQU201 & 391 must be taken before student accumulates 90 credit hours/Senior standing.

Required Riding Electives 3 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
Applied Riding:	3			
EQR: _____	1			
EQR: _____	1			
EQR: _____	1			

Equine General Studies B.S.

Students majoring in Equine General Studies will complete a concentration in Art, Equestrian Leadership, Equestrian Studies, Equine Media or Equine Assisted Therapies.

Course List - Total Hours: 53

B.S. EQUINE GENERAL STUDIES – 53 credits

2016-2017 Catalog

ID#: _____

Name: _____

Advisor: _____

*****Students are required to have 122 distinct credits for graduation*****

Concentration: _____

REQUIRED COURSES 28 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
BUS206 Entrepreneurship	3			
BUS332 Business Communications	3			
EQU111 Intro to the Equine Industry	3			
EQU117 Thry Perf Hrs Hlth Mngmnt I	3			
EQU118 Thry Perf Hrs Hlth Mngmnt II	3			
EQU221 Stable Management	3			
EQU403 Senior Seminar	3			
EQU415 Equestrian Senior Portfolio	2			
MIS125 Productivity Tools	3			
Issues of Riding:	2			
EQS330 Dressage Issues	2			
EQS331 Hunter/Jumper Issues	2			
EQS332 Saddle Seat Issues	2			
EQS335 Western Issues	2			

Courses **cannot be used to fulfill both the core/elective requirements and concentration requirements; students **must** have 48 distinct hours to fulfill major requirements.

Concentration Requirements 15-20 credits

Art Concentration:	15			
Required Courses:	9			
ART105 Basic Design	3			
ART202 Fundmntls of Graphic Design	3			
Upper Level Drawing, Sculpture or Photography ART _____	3			
ART Elective:	6			
ART110 Drawing I	3			
ART208 Sculpture I	3			
ART256 Digital Imaging	3			
Equestrian Leadership Concentration:	15			
COM203 Interpersonal Commnctn -or- COM213 Gender Communications	3			
COM316 Small Group Leadership	3			
COM330 Communication Law	3			
COM337 Interactive Web Commnctn	3			
COM334 Visionary Leadership	3			

Equestrian Studies Concentration:	15			
EQA320 Equine Event Management	3			
EQS320 Origins of Modern Riding	3			
EQS201 Horse Management Pract	3			
EQA/EQS/EQU _____	3			
Upper Level (3XX/4XX) EQA/EQS/EQU _____	3			
Equine Media Concentration:	15			
COM110 Beginning Media Writing	3			
COM150 Survey of Production Tech	3			
COM415 Feature Wrtnng & Mgzine –or- COM224 Equine Production	3			
COM330 Communication Law	3			
COM337 Interactive Web Communctn	3			
Equine Assisted Therapies Cncntrtn:	22			
EDU231 Exceptional Child	3			
EQS212 Thry of Teaching Tech I	3			
EQS____ Teaching Tech II	1			
EQU201 Hrs Mngmt Practicum	3			
EQU211 Survey Equine Assist Therap	3			
PED205 Intro to Anatomy/Physiology	3			
PED321 Kinesiology	3			
PED215 Motor Learning -or- PED350 Adapted Physical Education	3			

Required Electives 10 credits (3 for Equine Assisted Therapies Concentration)

No more than 2 Applied Riding credit hours can be used

Course	Credit	Semester Completed	Grade Earned	Substitutions
COM224 Equine Production	3			
EQR: _____	1			
EQR: _____	1			
EQA/EQS/EQU: _____	3			
EQA/EQS/EQU: _____	3			
EQA/EQS/EQU: _____	3			
EQA/EQS/EQU: _____	3			

Exercise Science B.S.

Course List - Total Hours: 48

ID#: _____

Name: _____

Advisor: _____

*****Students are required to have 122 distinct credits for graduation*****

REQUIRED COURSES 48 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
BUS206 Entrepreneurship	3			
EXS103 Nutrition	3			
EXS180 Portfolio Development	1			
EXS310 Advanced Human Nutrition	3			
EXS315 Exercise Tech & Prescrip	3			
EXS390 Internship I	3			
EXS405 Exercise Program Design	3			
EXS451 Internship II	3			
EXS460 Prin of Strength & Condition	3			
PED131 Weight Control & Condition	2			
PED205 Intro to Anat/Physiology	3			
PED220 Social Science in Sport	3			
PED245 Anatomy/Physiology II	3			
PED321 Kinesiology	3			
PED322 Exercise Physiology	3			
PSY401 Sports Psychology	3			
SMG310 Sports Law	3			

The General Education Requirements for Exercise Science are: BIO114/115 – General Biology (4), CHM114/115 – General Chemistry I (4), PHY201 – Physics (4), MAT114 – Elementary Statistics (3).

*It is suggested that all students seeking a major in Exercise Science complete PED104.

Graphic Design B.F.A.

The WWU Graphic Design B.F.A. is an intensive 70-hour major designed to help artistically inclined students develop the requisite aesthetic, technical, and professional skills necessary to become successful graphic designers. Students are immersed in wide array of classes designed to expand their creative potential and design sensibility.

Course List - Total Hours: 70

ID#: _____

Name: _____

Advisor: _____

*****Students are required to have 122 distinct credits for graduation*****

REQUIRED COURSES 58 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
ART105 Basic Design	3			
ART110 Drawing I	3			
ART115 Color & Light	3			
ART202 Fundmntls of Graphic Design	3			
ART210 Portfolio Development	1			
ART230 Survey of Western Art I	3			
ART231 Survey of Western Art II	3			
ART232 Intermediate Graphic Design	3			
ART250 Typography	3			
ART256 Digital Imaging	3			
ART276 Digital Art	3			
ART326 Studio Photography	3			
ART332 Publication Design	3			
ART432 Real Wrld Graph Dsn Studio	3			
ART433 Professional Development	3			
ART456 Advanced Imaging Technlgy	3			
ART470 Senior Practicum	3			
BUS321 Principles of Marketing	3			
COM337 Interactive Web Communctn	3			
MIS325 Website Development	3			

Required Electives 12 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
Studio Art/COM Electives:	6			
Any Studio Art: _____	3			
Any Studio Art: _____	3			
Any COM Course: _____	3			
Any COM Course: _____	3			
Art History Elective:	3			
ART233 Women, Art & society	3			
ART331 Modern and Contemporary Art	3			
ART _____	3			
MIS Elective:	3			
MIS _____	3			

Graphic Design B.A.

The WWU Graphic Design B.A. major is designed to allow students the flexibility to pursue the skills necessary to become a successful graphic design while also exploring a second area of study, either another major or a minor. The B.A. curriculum requires 46-hours of study in courses related to the aesthetic, technical, and professional aspects of becoming a professional graphic designer.

Bachelor of Arts degree programs require a minor and a year of a foreign language.

Course List - Total Hours: 46

B.A. GRAPHIC DESIGN – 46 credits**2016-2017 Catalog**

ID#: _____

Name: _____

Advisor: _____

*****Students are required to have 122 distinct credits for graduation*****

Bachelor of Arts degree programs require a minor and a year of a foreign language.

Minor: _____ Foreign Language: _____

Concentration: _____

REQUIRED COURSES 40 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
ART105 Basic Design	3			
ART110 Drawing I	3			
ART115 Color & Light	3			
ART202 Fundmntls of Graphic Design	3			
ART210 Portfolio Development	1			
ART230 Survey of Western Art I	3			
ART231 Survey of Western Art II	3			
ART232 Intermediate Graphic Design	3			
ART250 Typography	3			
ART256 Digital Imaging	3			
ART332 Publication Design	3			
ART432 Real Wrld Graph Dsn Studio	3			
ART470 Senior Practicum	3			
MIS325 Website Development	3			

Required Electives 6 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
ART276 Digital Art	3			
ART326 Studio Photography	3			
ART390 Internship I	3			
ART433 Professional Development	3			
ART456 Advanced Imaging Technlgy	3			
BUS321 Principles of Marketing	3			
COM132 Digital Production I	3			
COM337 Interactive Web Communctn	3			

History B.A.

Bachelor of Arts degree programs require a minor and a year of a foreign language.

Course List - Total Hours: 33

B.A. HISTORY – 33 credits

2016-2017 Catalog

ID#: _____

Name: _____

Advisor: _____

*****Students are required to have 122 distinct credits for graduation*****

Bachelor of Arts degree programs require a minor and a year of a foreign language.

Minor: _____ Foreign Language: _____

REQUIRED COURSES 15 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
HIS101 Western Civilization I	3			
HIS102 Western Civilization II	3			
HIS103 History of the U.S. I	3			
HIS104 History of the U.S. II	3			
HIS423 Senior Seminar	3			

Required Electives 18 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
U.S. History Upper Level Electives:	9			
HIS310 Women in America	3			
HIS312 Lib, Cons& Rad 20 th Cent Amer	3			
HIS315 Race and Gender	3			
HIS316 The Built Envrnmnt Amer Hist	3			
HIS318 Sports in American History	3			
HIS334 Emergence of Modern Amer	3			
HIS344 20 th Century Diplomacy	3			
HIS416 African-American History	3			
Non-U.S. History Upper Level Elect:	9			
HIS321 19 th Century Europe	3			
HIS340 The Ancient World	3			
HIS341 20 th Century Europe	3			
HIS353 Nazi Germany	3			
HIS344 20 th Century Diplomacy	3			
HIS370 Renaissance & Reformation	3			
HIS435 History of Terrorism	3			

B.S. HISTORY EDUCATION (9-12 Certification) – 48 credits **2016-2017 Catalog**

ID#: _____

Name: _____

Advisor: _____

*****Students are required to have 122 distinct credits for graduation*****

Students must also complete the requirements for Secondary Certification, 47 hours.

***Education majors must complete all major courses, including concentration and secondary certification courses (if applicable), with a final grade of 'C' or better.**

REQUIRED COURSES 18 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
HIS101 Western Civilization I	3			
HIS102 Western Civilization II	3			
HIS103 History of the U.S. I	3			
HIS104 History of the U.S. II	3			
HIS423 Senior Seminar	3			
PLS105 Politics & Government	3			

Required Electives 30 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
Economics Requirements:	3			
ECN251 Macroeconomics	3			
ECN252 Microeconomics	3			
Geography Requirements:	3			
GEO201 Regions & Nations I	3			
GEO202 Regions & Nations II	3			
Psychology Requirements:	3			
PSY101 General Psychology I	3			
PSY102 General Psychology II	3			
U.S. History Electives:	9			
HIS220 Social Movemnts of the 1960's	3			
HIS310 Women in America	3			
HIS312 Lib, Cons& Rad 20 th Cent Amer	3			
HIS315 Race and Gender	3			
HIS316 The Built Envrnmnt Amer Hist	3			
HIS318 Sports in American History	3			
HIS334 Emergence of Modern America	3			
HIS416 African-American History	3			
Non-U.S. History Electives:	6			
HIS215 Native America	3			
HIS321 19 th Century Europe	3			

HIS340 The Ancient World	3			
HIS341 20 th Century Europe	3			
HIS344 20 th Century Diplomacy	3			
HIS353 Nazi Germany	3			
HIS370 Renaissance & Reformation	3			
HIS435 History of Terrorism	3			
Legal Studies Electives:	3			
CMJ110 Intro to Criminal Justice	3			
PLS110 American Legal System	3			
Sociology Requirements:	3			
SCA111 Intro to Sociology	3			
SCA220 Social Welfare	3			

Interdisciplinary Studies B.A. or B.S.

INTERDISCIPLINARY STUDIES MAJORS (BA)

The Interdisciplinary Major is designed to give students a chance to create a major that addresses the needs of the individual student. A committee made up of an advisor and faculty members from the disciplinary areas in which the student has chosen to study will guide the student through developing the Interdisciplinary Studies major. This committee will also oversee the student's progression through the degree program. An Interdisciplinary Studies major under the Bachelor of Arts degree consists of coursework from two discipline areas along with a minor in another area and foreign language course requirements. An Interdisciplinary Studies major under the Bachelor of Sciences degree incorporates a broader range of courses from two to three discipline areas. Students have a chance to tailor a set of learning objectives and develop courses around those objectives to meet their academic goals.

Examples of Interdisciplinary Studies majors:

- Art Therapy: Combining art, biology and psychology courses
- Equine Law: Combining equestrian science and legal studies courses
- Event Planning: Combining business and communications courses
- Animal Assisted Therapy: Combining biology, psychology and equestrian courses
- Forensic science: Combining criminal law, biology and psychology courses
- Liberal Arts: Combining history, philosophy, and literature courses
- Equine Advertising: Combining equestrian administration and communications courses

PROCESS FOR DESIGNING AN INTERDISCIPLINARY MAJOR

Students interested in designing an Interdisciplinary major must:

_____1. Contact the Coordinator of Academic Advising, and then--with the Coordinator's help--decide on the combination of programs involved and on pursuit of a BA or BS degree.

_____2. Collaborate with his/her faculty advisor to solicit a faculty member from each discipline area to serve on an Interdisciplinary Advisory Committee. The student's faculty advisor may choose to be a member of this committee.

_____3. Design a degree program that includes the following components:

Bachelor of Arts Degree:

_____a. Between 30-36 hours of coursework in two different areas

_____b. A minor from the list of current offered minors

_____c. Foreign language courses (if not already fulfilled)

_____d. An independent study capstone course that requires a thesis or project for the purpose of synthesizing the program

Bachelor of Science Degree:

_____a. Between 60-70 hours of coursework in 2-3 different discipline areas with a minimum of 20 hours in each area

_____b. An independent capstone course that requires a thesis or project for the purpose of synthesizing the program

_____ 4. Develop a set of program objectives and a list of attendant courses.

_____ 5. Develop assessments for program objectives.

_____ 6. Get Undergraduate Academic Dean's signed approval for proposed major.

_____ 7. Give Registrar a copy of proposed major course outline for senior audit record keeping.

_____ 8. Set up regular semester meetings with advisory committee to report on progress in the major.

_____ 9. Participate in Senior Assessment Day and report to a faculty member or faculty group for Assessment Day activities (student may pick among any of the specific activities planned for majors directly related to his/her IM program).

Additional Guidelines:

- The minimum GPA required to set up an Interdisciplinary Major is 2.0, unless one of the majors involved has a higher GPA requirement, in which case that GPA becomes the minimum standard.
- Student must fulfill all prerequisites for selected courses.
- Each IM program of study must be approved a minimum of 3 semesters prior to expected graduation date of involved student.
- Each IM must include a minimum number of upper level (300 or 400 level) courses equal to or greater than the course requirements required by any one of the component majors.

Interpretation Studies in ASL-English B.S.

The demand for qualified ASL-English interpreters is traditionally high and is increasing yearly. The National Interpreter Education Center has documented a nationwide shortage of qualified interpreters. Since 2008, anyone wishing to sit for the National Interpreter Certification (NIC) must have completed a two-year degree. Now, under new National Registry of Interpreters for the Deaf (RID) rules (July 2012), a four-year degree is required for anyone wishing to become nationally certified. A number of states are now discussing similar plans for state certification.

The Bachelor of Science degree in interpretation studies in ASL/English will prepare students to effectively communicate and interpret between American Sign Language and English. The curriculum strongly emphasizes the sociological, historical, cross-cultural and educational approach to teaching and learning about the Deaf community and American Sign Language through the classroom, experiential learning events, and interactions. The program will prepare students to sit for national certification and to fill the increasing demand for skilled, qualified interpreters.

The Bachelor of Science degree in interpretation studies in ASL/English is an 11-course, 36-credit- hour degree-completion program designed for students who have completed a two-year degree in ASL interpreting or course equivalencies as determined by program faculty. Applicants who hold current National Interpreter Certification may have the entrance language proficiency exam waived and apply for Credential Learning credit. All students must complete a total of 122 hours for graduation, including transfer credit, general education, ASL/Interpreting and electives.

Admission Requirements

- Language proficiency - Applicants will be assessed by full-time campus faculty for ASL fluency through an online assessment. The established proficiency benchmark must be met for entrance to the program. This assessment will be waived for applicants holding current NIC certification.
- College/university experience - Students must have completed a two-year degree in ASL interpreting or course equivalencies as determined by program faculty prior to entry to the program.
- GPA requirements - Students must have a cumulative GPA of 2.50 or higher to start program courses.

Course List - Total Hours: 39

Degree Audit Form – Online Program

ID#: _____

Name: _____

Advisor: _____

*****Students are required to have 122 distinct credits for graduation*****

REQUIRED COURSES 33 credits

Course	Credit	Completed	Grade Earned	Substitutions
ASL220 Ethics and Decision Making	3			
ASL316 Linguistics Non-Manual Markers	3			
~*ASL425 Linguistics of ASL	3			
*ASL430 ASL Literature	3			
*ITP211 Theory of Interpretation	3			
~ITP310 Interpreting in Adv Settings I	3			
~ITP410 Interpreting in Adv Settings II	3			
ITP311 Interpreting Applicatn & Analysis	3			
~ITP450 Senior Capstone	3			
~ITP451 Field Practicum I	3			
~ITP452 Field Practicum II	3			

*Students **must** complete the appropriate **ASL I-V** pre-requisite courses with a grade of **C or higher**, or demonstrate equivalent experience for instructor waiver of pre-req before they can register for designated courses.

~Students **must** earn a final grade of **C or higher** to continue on in their sequence of major courses.

Required English Elective 3 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
ENG222 Intro to Rhetoric	3			
ENG301 Grammar & Syntax	3			
ENG411 Rhetorical Analysis & Criticism	3			

Required Elective 3 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
PSY209 Child Develop & Behavior	3			
PSY221 Educational Psychology	3			
SCA353 Race and Ethnicity	3			
SWK273 Crime Victimization in America	3			
SWK274 Mental Health Srvcs & Policies	3			
SWK316 Human Behav in Eviron I	3			
SWK317 Human Behav in Eviron II	3			
SWK388 Social Welfare Policy	3			

Liberal Arts A.A.

The Associate of Arts (A.A.) is a 61-hour degree rooted in the University's General Education curriculum. Program completion qualifies a student for admission into a degree completion program of the University and meets the institution's general education requirements.

A maximum of 30 hours of transfer credit may be applied toward the Associate of Arts degree. Credits are accepted at full value provided that the transferring institution is accredited by an agency recognized by the USDE (U.S. Department of Education) and CHEA (Council for Higher Education Accreditation). Courses that are comparable to William Woods University course offering are accepted in transfer. Courses accepted in transfer must have a final grade earned of "C" or above.

Transfer courses meeting general education objectives will be applied toward the degree.

Students may participate in placement testing for the English Composition and Mathematics classes. Placement tests may be arranged with the student's academic advisor. Depending upon English placement, students will initially enroll in Introduction to College Writing (ENG099), English Composition I (ENG101) or English Composition II (ENG102). Depending upon math placement, each student's first mathematics course will be Introduction to Mathematics (MAT098), Basic Algebra (MAT099) or Survey of College Math (MAT112).

ENG099, MAT098 and MAT099 count for institutional credit, but do not count towards degree requirements.

Students who choose not to participate in the English placement testing will complete ENG099, ENG101 and ENG102. Students who choose not to participate in the mathematics placement testing will complete MAT098, MAT099, and MAT112.

Requirements

- Communication (course with 'C' designation in title) - 9 hrs
- Creativity/Aesthetic Sensibility (course with 'A' designation in title) - 3 hrs
- Critical Thinking (course with 'T' designation in title) -3hrs
- Cultural Diversity (course with 'D' designation in title) - 3 hrs
- Historical Perspectives (course with 'H' designation in title) - 6 hrs
- Mathematics (course with 'M' designation in title) - 3 hrs
- Meaning (course with 'L'; designation in title)- 3 hrs
- Natural Science (course with 'N' designation in title) - 7 hrs (must complete at least one lab)
- Social Science (course with 'S' designation in title) - 3 hrs
- Value (course with 'E' designation in title) - 3 hrs
- Electives - 18 hrs (Any course with a 'C', 'A', 'T', 'D', 'H', 'M', 'L', 'N', 'S' or 'E' designation in the title.) *Enrollment in ENG099, MAT098 and MAT099 at WWU is based on performance in voluntary placement examinations (see above). Students with credit for ENG101 may not take

ENG099 afterward and receive elective credit toward the A.A. degree. Students who have met the degree's Mathematics requirement may not take MAT098 or MAT099 afterward and receive elective credit toward the A.A. degree. Courses may only meet one A.A. degree requirement.

Revised: 7/06/2012

Courses offered through the cohort program may include, but are not limited to the following:

Course List - Total Hours: 61

ASSOCIATE OF ARTS (61 Credits)

Name: _____ ID# _____ Starting year/term: _____

REQUIRED COURSES (43 hours from General Education Block)

Course	Credit	Grade/Completed	Comments
Communication (course with 'C' designation in title) – 9 hrs			
ENG 101 English Composition I	3		
ENG 102 English Composition II	3		
COM 101 Introduction to Speech (OR COM105 Voice & Diction OR COM209 Argumentation/Debate)	3		
Creativity & Aesthetic Sensibility (course with 'A' designation in title) – 3 hrs			
	3		
Critical Thinking (course with 'T' designation in title) – 3hrs			
	3		
Cultural Diversity (course with 'D' designation in title) – 3 hrs			
	3		
Historical Perspectives (course with 'H' designation in title) – 6 hrs			
	3		
	3		
Mathematics (course with 'M' designation in title) – 3 hrs			
	3		
Meaning (course with 'L' designation in title) – 3 hrs			
	3		
Natural Science (course with 'N' designation in title) – 7 hrs (must complete at least one lab)			
	4(w/lab)		
	3 or 4		
Social Science (course with 'S' designation in title) – 3 hrs			
	3		
Value (course with 'E' designation in title) – 3 hrs			
	3		

REQUIRED ELECTIVES

18 hours (Any Course with a 'C', 'A', 'T', 'D', 'H', 'M', 'L', 'N', 'S' or 'E' designation in the title.)

***Courses may only meet one AA degree requirement**

****ENG099, MAT098 & MAT099 do not count towards degree requirements.**

Course	Credit	Grade/Completed	Comments
	3		
	3		
	3		
	3		
	3		
	3		

Needs _____ hours of 61

Additional transfer hours that could be applied towards BS degree _____

Management Information Systems B.S.

Since when can a major offer so many career options! Management Information Systems at William Woods University will give you the flexibility to prepare you for a multitude of careers with our programs developed around individual student interests. Our faculty prepare you for these careers by allowing you the opportunity to engage in self-directed projects, partnerships with major companies in the area, internships, and the opportunity to assist in running the only student-managed business on campus. These hands-on activities take classroom theory and pull it into real-world activities. When you leave WWU, you will have a full array of MIS projects proven to show employers your ability to apply classroom knowledge. Come join MIS today!

Course List - Total Hours: 51

B.S. MANAGEMENT INFORMATION SYSTEMS – 51 credits

2016-2017 Catalog

ID#: _____

Name: _____

Advisor: _____

*****Students are required to have 122 distinct credits for graduation*****

REQUIRED COURSES 51 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
Technology Component:	30			
MIS100 Intro to Web 2.0	3			
MIS125 Productivity Tools	3			
MIS225 Database Management Syst	3			
MIS250 TeleCommun & Networking	3			
MIS325 Website Development	3			
MIS350 Project Management	3			
MIS370 MIS Experience	3			
MIS4__ Internship____ (III-XII)	3			
MIS425 Enterprise Collaboration Softwr	3			
MIS450 Systems Analysis & Design	3			
Business Component:	15			
ACC240 Accounting I	3			
ACC412 Advanced Productivity Tools	3			
BUS206 Entrepreneurship	3			
BUS332 Business Communications	3			
BUS324 Personal Finance	3			
Required Writing Elective:	3			
ENG302 Technical Writing	3			
ENG345 Grant Writing	3			
Capstone:	3			
MIS475 Mgmt Infrmtn System/Capstone	3			

Mathematics B.A.

Bachelor of Arts degree programs require a minor and a year of a foreign language.

Course List - Total Hours: 37

B.A. MATHEMATICS – 37 credits**2016-2017 Catalog**

ID#: _____

Name: _____

Advisor: _____

*****Students are required to have 122 distinct credits for graduation*****

Bachelor of Arts degree programs require a minor and a year of a foreign language.

Minor: _____ Foreign Language: _____

REQUIRED COURSES 37 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
MAT124 Calculus I	5			
MAT214 Calculus II	4			
MAT215 Linear Algebra	3			
MAT224 Calculus III	4			
MAT312 Differential Equations	3			
MAT313 Math Probability & Statistics	3			
MAT314 Higher Geometry	3			
MAT324 Formal Logic	3			
MAT325 Intro Numerical Analysis	3			
MAT422 Modern Algebra	3			
MAT423 Theory of Numbers	3			

Paralegal Studies B.S.

To provide students with a core of legal knowledge and critical thinking, understanding of professional ethics, communication and interpersonal skills, which will enhance the students' ability to function effectively as professionals in a legal environment.

Course List - Total Hours: 42

ID#: _____

Name: _____

Advisor: _____

*****Students are required to have 122 distinct credits for graduation*****

REQUIRED COURSES 42 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
PRL302 Law and Paralegalism	3			
PRL304 Electronic Legal Research	3			
PRL306 Civil Practice	3			
PRL309 Ethics and the Law Office	3			
PRL311 Evidence and Fact Gathering	3			
PRL315 Family Law	3			
PRL318 Criminal Practice	3			
PRL321 Admin & Federal Procedure	3			
PRL420 Probate & estate Panning	3			
PRL430 Contract Law	3			
PRL440 Constitutional Issues	3			
PRL450 Torts Law	3			
PRL475 Practicum and Capstone	6			

Physical Education (K-12) B.S.

Students interested in becoming certified to teach in other states need to follow these program requirements and be recommended for Missouri certification by the Office of the Registrar. They may then take that certification to other states. Policies vary among states.

Information on the curriculum, policies and requirements of the University's Teacher Education Program and of its teacher certification process is available in the Teacher Education Program handbook. The handbook is posted on the Education program's website.

*Education majors must complete all major courses, including concentration and secondary certification courses (if applicable), with a final grade of "C" or better.

Course List - Total Hours: 92

B.S. PHYSICAL EDUCATION (K-12 Certification) – 92 credits 2016-2017 Catalog

ID#: _____

Name: _____

Advisor: _____

*****Students are required to have 122 distinct credits for graduation*****

Education majors must complete all major courses, including concentration and secondary certification courses (if applicable), with a final grade of 'C' or better.

REQUIRED PROFESSIONAL EDUCATION COURSES 41 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
EDU201 Multicultural Education	3			
EDU231 Exceptional Child	3			
EDU250 Foundations	3			
EDU291 Pre-Student Teaching I	1			
*EDU292 Pre-Student Teaching II	1			
EDU392 Reading in the Content Area	3			
*EDU453 Classroom Management	3			
*EDU492 Educational Seminar	3			
*EDU499 Supervised Tch (Secondary)	12			
PSY209 Child Psychology	3			
PSY221 Educational Psychology	3			
PSY316 Psych of Adoles/Mid Child	3			

***Students must have applied and received admission to the Teacher Education Program in order to take 400 level courses. Please speak with your advisor or the department of education if you have questions.**

REQUIRED CONTENT KNOWLEDGE COURSES 51 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
ATR100 Personal Health	3			
ATR230 Prevention & Care of Injuries	3			
ATR231 Preventn & Care of Injuries Lb	1			
EXS103 Nutrition	3			
PED104 First Aid & CPR	2			
PED135 Team Sports	1			
PED136 Individual & Dual Sports	1			
PED137 Flexibility & Stretching	1			
PED205 Intro to Anatomy/Physiology	3			
PED215 Motor Learning	3			
PED250 History & Philosophy	3			
PED307 Methods of P.E. (K-4)	3			
PED308 Creative Movement	3			
PED321 Kinesiology	3			

PED322 Exercise Physiology	3			
PED350 Adapted Physical Education	3			
PED405 Measurement & Evaluation	3			
PED418 Methods of P.E. (6-12)	3			
Required Lifetime Activities and Dance Courses	3			
PED108 Outdoor Activities	2			
PED113 Fitness	1			
PED123 Folk & Square Dancing	1			
PED131 Weight Control & Conditng	2			
PED142 Beginning Golf	1			
P.E. Social Science Elective	3			
PED220 Social Science in Sport	3			
PSY401 Sports Psychology	3			

Physics B.S.

Physics is a broad and dynamic field which provides students with valuable problem-solving and critical thinking skills, while instilling a solid mathematical foundation. Additional training in computer programming and hands-on experimentation gives students the background needed to pursue a wide variety of careers. Physicists have secured employment as research scientists at universities, national labs, hospitals, and private companies. They have works as analysts on Wall Street, as engineers for government defense contractors and aerospace agencies, and have been heavily involved in the expansion of the computer software industry.

Course List - Total Hours: 58

PHYSICS MAJOR – 58 credits

2016-2017 Catalog

ID#: _____

Name: _____

Advisor: _____

*****Students are required to have 122 distinct credits for graduation*****

REQUIRED COURSES 58 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
MAT214 Calculus II	4			
MAT215 Linear Algebra	3			
MAT224 Calculus III	4			
MAT312 Differential Equations	3			
PHY201 Physics I	4			
PHY202 Physics Lab	0			
PHY212 Physics II	4			
PHY213 Physics II Lab	0			
PHY315 Modern Physics	3			
PHY318 Mathemtcl Methods in Physics	3			
PHY321 Classical Mechanics	3			
PHY360 Thrmdynmcs&Statstcl Mchncs	3			
PHY381 Electrostatics & Magnetism	3			
PHY382 Electrodynamics	3			
PHY421 Quantum Mechanics I	3			
PHY422 Quantum Mechanics II	3			
PHY450 Advanced Laboratory Mthds	3			
PHY460 Optics	3			
PHY480 Numerical Methods	3			
PHY490 Senior Research Practicum	3			

Political and Legal Studies B.A.

According to Daniel Webster, "Justice is the great interest of man on earth. It is the ligament which holds civilized beings and civilized nations together." Our political/legal studies degree offers you the opportunity, through an intense program of study, to evaluate political and legal principles. The program focuses on the liberal arts study of law and political science and includes practical skills such as legal research and writing; oral and written advocacy; and the opportunity for internships and field experience.

Course List - Total Hours: 36

B.A. POLITICAL and LEGAL STUDIES – 36 credits**2016-2017 Catalog**

ID#: _____

Name: _____

Advisor: _____

*****Students are required to have 122 distinct credits for graduation*****

Bachelor of Arts degree programs require a minor and a year of a foreign language.

Minor: _____ Foreign Language: _____

REQUIRED COURSES 36 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
PLS105 Politics & Government	3			
PLS110 American Legal System	3			
PLS210 Law, Ethics and Morality	3			
PLS213 Critical Thinking about Politics	3			
PLS303 American Jurisprudence	3			
PLS304 American Political Theory	3			
PLS312 International Law & Politics	3			
PLS325 Advocacy	3			
PLS329 Conflict & Dispute Resolution	3			
PLS415 Senior Seminar	3			
PLS417 Writing & Rsrch in Public Plcy	3			
PLS445 Constitutional Law	3			

Pre-Engineering A.S.

Coursework in this program is designed to simulate the first two years of a typical engineering Bachelor's degree program. It includes 35 engineering-based credits and 33 General Education credits as follows:

General Education Requirements

- Communication (course with 'C' designation in title) – 9 hrs
- Creativity & Aesthetic Sensibility (course with 'A' designation in title) – 3 hrs
- Critical Thinking (course with 'T' designation in title) – 3hrs
- Cultural Diversity (course with 'D' designation in title) – 3 hrs
- History of the United States - HIS103
- Historical Perspectives (a second course with 'H' designation in title) – 3 hrs
- Mathematics - MAT124
- Meaning (course with 'L' designation in title) – 3 hrs
- Natural Science - CHM114/115 and PHY201/202
- Social Science - ECN252
- Value (course with 'E' designation in title) – 3 hrs

Course List - Total Hours: 41

PRE-ENGINEERING MAJOR – 41 credits

2016-2017 Catalog

ID#: _____

Name: _____

Advisor: _____

*****Students are required to have 68 distinct credits for graduation*******REQUIRED COURSES 41 credits**

Course	Credit	Semester Completed	Grade Earned	Substitutions
CHM114 General Chemistry I	4			
CHM115 General Chemistry I Lab	0			
CHM124 General Chemistry II	4			
CHM125 General Chemistry II Lab	0			
ECN252 Microeconomics	3			
HIS103 History of the United States I	3			
MAT124 Calculus I	5			
MAT214 Calculus II	4			
MAT215 Linear Algebra	3			
MAT224 Calculus III	4			
MAT312 Differential Equations	3			
PHY201 Physics I	4			
PHY202 Physics Lab	0			
PHY212 Physics II	4			
PHY213 Physics II Lab	0			

Psychology B.A.

Bachelor of Arts degree programs require a minor and a year of a foreign language.

The major in psychology is designed to prepare students to be successful in their graduate school pursuits. The program is focused on giving student the foundational knowledge necessary to be competent in whichever area of psychology they choose. Our psychology degree also focuses on understanding and predicting behavior, critically evaluating empirical research, and the development of counseling skills. Students are offered numerous opportunities for research and internships.

Course list – Total Hours: 39

ID#: _____

Name: _____

Advisor: _____

*****Students are required to have 122 distinct credits for graduation*****

Bachelor of Arts degree programs require a minor and a year of a foreign language.

Minor: _____ **Foreign Language:** _____

(Coursework in biology, composition, philosophy and sociology are good support areas for a psychology major.)

REQUIRED COURSES 27 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
MAT114 Elementary Statistics	3			
PSY101 General Psychology I	3			
PSY102 General Psychology II	3			
PSY310 Social Psychology	3			
PSY313 Stats for the Social Sciences	3			
PSY324 Cognitive Psychology	3			
PSY411 Abnormal Psychology	3			
PSY450 Psychology Seminar	3			
SWK313 Research Methods	3			

Required Electives 12 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
Child/Adolescent PSY Elective:	3			
PSY209 Child Develop & Behavior	3			
PSY316 Adolescent Psychology	3			
PSY Electives:	9			
PSY____	3			
PSY____	3			
PSY____	3			

Students interested in attending graduate school in psychology are strongly recommended and urged to complete ENG302 Technical Writing.

Social Science Education B.S.

Students interested in becoming certified to teach in other states need to follow these program requirements and be recommended for Missouri certification by the Office of the Registrar. They may then take that certification to other states. Policies vary among states.

Information on the curriculum, policies and requirements of the University's Teacher Education Program and of its teacher certification process is available in the Teacher Education Program handbook. The handbook is posted on the Education program's website.

*Education majors must complete all major courses, including concentration and secondary certification courses (if applicable), with a final grade of "C" or better.

Course List - Total Hours: 92

B.S. SOCIAL SCIENCE EDUCATION (9-12 Cert) – 92 credits **2016-2017 Catalog**

ID#: _____

Name: _____

Advisor: _____

*****Students are required to have 122 distinct credits for graduation*****

Education majors must complete all major courses, including concentration and secondary certification courses (if applicable), with a final grade of 'C' or better.

REQUIRED PROFESSIONAL EDUCATION COURSES 53 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
EDU201 Multicultural Education	3			
EDU211 Educational Technology I	3			
EDU231 Exceptional Child	3			
EDU250 Foundations	3			
EDU291 Pre-Student Teaching I	1			
*EDU292 Pre-Student Teaching II	1			
EDU392 Reading in the Content Area	3			
*EDU422 Measurement & Assessment	3			
*EDU441 Analysis & Correction	3			
*EDU453 Classroom Management	3			
*EDU492 Educational Seminar	3			
*EDU499 Supervised Tch (Secondary)	12			
HIS418 Methods of Teaching	3			
PSY209 Child Psychology	3			
PSY221 Educational Psychology	3			
PSY316 Psych of Adoles/Mid Child	3			

***Students must have applied and received admission to the Teacher Education Program in order to take 400 level courses. Please speak with your advisor or the department of education if you have questions.**

REQUIRED CONTENT KNOWLEDGE COURSES 39 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
U.S. History Content Knowledge:	12			
HIS103 History of the U.S. I	3			
HIS104 History of the U.S. II	3			
HIS215 Native America or HIS216 African-American History or HIS220 Social Movemnts of 1960's or HIS416 African-American History	3			
HIS310 Women in America or HIS312 Lb,Cons&Rad 20 th Cnt Amer or HIS316 The Built Envrnmnt in Amer or	3			

HIS318 Sports in American History				
World History Content Knowledge:	9			
HIS101 Western Civilization I	3			
HIS102 Western Civilization II	3			
HIS321 19 th Century Europe or HIS341 20 th Century Europe or HIS353 Nazi Germany or HIS370 Renaissance & Reformation	3			
Political Science Content Knowledge:	6			
PLS105 Politics & Government	3			
PLS110 American Legal System or PLS213 Crtcl Thnkng About Politics or PLS304 American Political Theory	3			
Economics Content Knowledge:	3			
ECN251 Macroeconomics or ECN252 Microeconomics	3			
Geography Content Knowledge:	3			
GEO201 Regions & Nations I or GEO202 Regions & Nations II	3			
Behavioral Science Content Knowledge:	6			
PSY101 General Psychology I	3			
PSY102 General Psychology II or SCA111 Intro to Sociology	3			

Social Work B.S.W.

The Social Work Program at William Woods University is accredited by the Council on Social Work Education. The Bachelor in Social Work (B.S.W.) is recognized by employers and graduate schools. Students seeking the Master in Social Work (M.S.W.) are given credit for their undergraduate work toward their M.S.W. degree by most graduate schools.

Social Work Program Mission

A student-centered, multifaceted BSW program grounded in the liberal arts and generalist foundation, that prepares competent beginning level social work professionals to enhance human and community well-being, work with diverse and vulnerable populations, increase access to resources and advocate for social and economic justice within all systemic levels of social work intervention. In addition to academic foundation preparation, the William Woods University Social Work Program strongly believes that parallel engagement is paramount to student development. As such, the program utilizes active observations, interactions and service learning opportunities with service delivery systems, the clients they serve and the communities in which they live. Through faculty mentored hands-on learning opportunities and the 500 hour senior field practicum, students are able to master the core competencies by demonstrating the knowledge, values and skills of the profession's practice behaviors.

The core belief held by the WWU Social Work Program is as follows:

- All human beings have intrinsic worth and dignity and deserve access to resources they need for safety and self-determination
- The uniqueness and individuality of each person is a strength.
- Social workers demonstrate respect for and acceptance of the unique characteristics of diverse populations.
- Social Workers are responsible for ethical conduct, competent practice and for life-long learning

Social Work Program Goals:

1. Prepare competent professional bachelors level social workers that have a liberal arts perspective and a professional social work foundation, which prepares them for entry-level generalist practice with diverse client systems of various sizes and contexts.
2. Prepare professional social workers who understand themselves and the diverse populations they serve; who appreciate and embrace diversity, a historical perspective, human behavior, and view client systems through a strengths perspective.
3. Prepare professional social workers who can enhance social service delivery by understanding the reciprocal relationship between policy and practice and are prepared to practice and advocate for social justice at all systemic levels.

4. Prepare professional social workers that are committed to ethical practice, which includes critical thinking, the problem solving process, research based decision making, evidence based practice, life-long learning and preparation for graduate education.

WWU BSW Program Objectives/Competencies

The following Objectives reflect the CSWE 10 core competencies that are common to all of social work practice as outlined by the Council for Social Work Education EPAS 2008. Each competency has several measurable practice behaviors that are used to assess student performance.

1. Students will understand the history and core values of the profession and begin to identify as a professional social worker and conduct oneself accordingly. Supports Program Goals 1, 2, 3, 4
2. Students will learn to apply social work ethical principles to guide ethical practice and ethical decision making. Supports Program Goals 3, 4
3. Students will be able to apply critical thinking to inform and communicate professional judgments. Supports Program Goals 3, 4
4. Students will understand how diversity characterizes and shapes the human experiences and engages diversity and difference in practice. Supports Program Goals 2, 3, 4
5. Students will develop the skills to advance human rights and practice social and economic justice. Supports Program Goals 2, 3
6. Students will engage in research-informed practice & practice-informed research. Supports Program Goals 3, 4
7. Students will apply knowledge of human behavior and the social environment. Supports Program Goals 2, 3
8. Students will learn to engage in policy practice to advance social and economic well-being and to deliver effective social work services. Supports Program Goals 3, 4
9. Students will be able to recognize and respond to contexts that shape practice. Supports Program Goals 1, 2
10. Social work graduates are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Supports Program Goals 1, 2, 3, 4.

ASSESSMENT OF STUDENT LEARNING OUTCOMES FORM

During the junior and senior years students develop the skill base for beginning professional practice of social work. The centerpiece to this intellectual and professional development of the social work major

is the internship taken both semesters in the senior year. The internship provides 500 hours of direct social work practice in a social welfare agency under the supervision of a qualified agency field instructor.

Social Work majors are required to maintain an overall GPA of 2.50 and a C or above in social work Internship courses. Social work majors are required to complete the General Education courses listed below:

- SCA 111 Introduction to Sociology
- PSY 101 General Psychology I OR
- PSY 102 General Psychology II

In addition, MAT 114 Elementary Statistics is highly recommended

Resources:

WWU Social Work Program Handbook

WWU Social Work Field Education Manual

Course List - Total Hours: 48

ID#: _____

Name: _____

Advisor: _____

*****Students are required to have 122 distinct credits for graduation*****

Students must include the following courses as part of their general education requirements:

- _____ SCA 111 Introduction to Sociology
- _____ PSY 101 General Psychology I or PSY 102 General Psychology II

*MAT 114 Elementary Statistics is highly recommended

REQUIRED COURSES 42 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
PSY313 Stats for the Social Sciences	3			
SWK215 Social Welfare	3			
SWK230 Interaction Skills	3			
SWK312 Intervntn Stratgs Indiv/Famil	3			
SWK313 Research Methods	3			
SWK314 Group Dynamics & Intervntns	3			
SWK315 Commnty & Orgnztnl Dvlpm	3			
SWK316 Human Behav in Eviron I	3			
SWK317 Human Behav in Eviron II	3			
SWK338 Social Welfare Policy	3			
SWK450 Senior Field Practicum I	4			
SWK451 Senior Field Practicum II	4			
SWK452 Senior Field Seminar	2			
SWK453 Senior Capstone Seminar	2			

Required Electives 6 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
Social Work Client Group:	6			
SWK203 Aging America - A New Grntrn	3			
SWK273 Crime Victimizatn in America	3			
SWK274 Mental Health Srvc & Polcs	3			
SWK304 Dmstc Violence Thry/Intrvntns	3			
SWK322 Addict Behav/Substan Abuse	3			
SWK340 Child Abuse & Neglect	3			
SWK406 Working w/ Juvenile Offndrs	3			

Speech and Theatre Education B.S.

Students interested in becoming certified to teach in other states need to follow these program requirements and be recommended for Missouri certification by the Office of the Registrar. They may then take that certification to other states. Policies vary among states.

Information on the curriculum, policies and requirements of the University's Teacher Education Program and of its teacher certification process is available in the Teacher Education Program handbook. The handbook is posted on the Education program's website.

*Education majors must complete all major courses, including concentration and secondary certification courses (if applicable), with a final grade of "C" or better.

Course List - Total Hours: 98

ID#: _____

Name: _____

Advisor: _____

*****Students are required to have 122 distinct credits for graduation*****

Education majors must complete all major courses, including concentration and secondary certification courses (if applicable), with a final grade of ‘C’ or better.

REQUIRED PROFESSIONAL EDUCATION COURSES 53 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
EDU201 Multicultural Education	3			
EDU211 Educational Technology I	3			
EDU231 Exceptional Child	3			
EDU250 Foundations	3			
EDU291 Pre-Student Teaching I	1			
*EDU292 Pre-Student Teaching II	1			
EDU392 Reading in the Content Area	3			
*EDU422 Measurement & Assessment	3			
*EDU441 Analysis & Correction	3			
*EDU453 Classroom Management	3			
*EDU492 Educational Seminar	3			
*EDU499 Supervised Tch (Secondary)	12			
PSY209 Child Psychology	3			
PSY221 Educational Psychology	3			
PSY316 Psych of Adoles/Mid Child	3			
THA418 Methods of Teaching	3			

***Students must have applied and received admission to the Teacher Education Program in order to take 400 level courses. Please speak with your advisor or the department of education if you have questions.**

REQUIRED CONTENT KNOWLEDGE COURSES 45 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
Speech Requirements	18			
COM101 Intro to Speech Communicat	3			
COM105 Voice and Diction	3			
COM190 Intro to Mass Media	3			
COM209 Argumentation & Debate	3			
COM320 Communication Theory	3			
COM330 Communication Law	3			
Communication Concentration:	18			
THA110 Introduction to Theatre	3			

THA234 Stagecraft	3			
THA255 Acting I:Basic Skills	3			
THA331 Stage Lighting	3			
THA362 Theatre History I	3			
THA470 Directing	3			
Electives from Speech/Theater/Mass Communication	9			
COM110 Beginning Media Writing	3			
COM150 Survey of Production Tech	3			
COM200 Introductory Projects	3			
COM203 Interpersonal Communicatn	3			
COM207 Radio Broadcasting	1			
COM213 Gender Communication	3			
COM220 Logic and Persuasion	3			
COM251 Oral Interpretation of Lit	3			
COM316 Small Group Leadership	3			
COM335 Public Affairs Reporting	3			
COM373 Announcing & Reporting	3			
COM383 Announcing & Reporting II	3			
COM390 Internship I	3			
COM400 Advanced Projects	3			
COM449 Adv Digital Video/Film Prod	3			
COM451 Internship II	3			
COM452 Internship III	3			
COM499 Senior Seminar	3			
THA210 Dance Movement I	3			
THA211 Dance Movement II	3			
THA231 Makeup for the Stage	3			
THA232 Stage Management	3			
THA354 Acting II: Scene Study	3			
THA363 Theatre History II	3			
THA454 Acting III: Period Style	3			
ENG414 Shakespeare	3			

Sports Management B.S.

The Sports Management Major is designed for students wishing to study sports management from a business perspective with the goal of entering the sports industry through a field experience. Students are offered a wide range of classes including Sports Management, Sports Psychology, Sports Marketing, and Sports Law that will provide them with a solid, systematic understanding and prepare students with practical experience to enable them to transition into their future careers.

Course List - Total Hours: 49

B.S. SPORT MANAGEMENT – 49 credits**2016-2017 Catalog**

ID#: _____

Name: _____

Advisor: _____

*****Students are required to have 122 distinct credits for graduation*******REQUIRED COURSES 49 credits**

Course	Credit	Semester Completed	Grade Earned	Substitutions
BUS206 Entrepreneurship	3			
BUS231 Risk Mgt & Insurance	3			
BUS321 Principles of Marketing	3			
BUS351 Principles of Management	3			
MIS125 Productivity Tools	3			
MIS325 Website Development	3			
PED205 Intro to Anatomy/Physiology	3			
PED220 Social Science in Sport	3			
PED322 Exercise Physiology	3			
PSY401 Sports Psychology	3			
SMG100 Intro to Sports Management	3			
SMG180 Portfolio Development	1			
SMG310 Sports Law	3			
SMG321 Sport Marketing	3			
SMG390 Internship in Sports Mgt	3			
SMG406 Sport Management	3			
SMG412 Econmc & Financial Mgt Sprt	3			

Studio Art B.F.A.

Students seeking art education certification please see the Art Education Major for Requirements.

Course List - Total Hours: 70

B.F.A. STUDIO ART – 70 credits

2016-2017 Catalog

ID#: _____

Name: _____

Advisor: _____

*****Students are required to have 122 distinct credits for graduation*****

REQUIRED COURSES 37 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
ART105 Basic Design	3			
ART110 Drawing I	3			
ART111 Drawing II	3			
ART115 Color & Light	3			
ART206 Painting I	3			
ART207 Painting II	3			
ART208 Sculpture I	3			
ART210 Portfolio Development	1			
ART220 Water-based Painting II	3			
ART230 Survey of Western Art I	3			
ART231 Survey of Western Art II	3			
ART310 Drawing III	3			
ART470 Senior Practicum	3			

Required Electives 33 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
Studio Art Electives:	15			
Any Studio Art: _____	3			
Any Studio Art: _____	3			
Any Studio Art: _____	3			
Any Studio Art: _____	3			
Any Studio Art: _____	3			
Any Studio Art: _____	3			
Upper Level Studio Art Electives:	12			
Upper Level Studio Art: _____	3			
Upper Level Studio Art: _____	3			
Upper Level Studio Art: _____	3			
Upper Level Studio Art: _____	3			
Upper Level Studio Art: _____	3			
Upper Level Studio Art: _____	3			
Art History Electives:	6			
ART233 Women, Art & History	3			
ART331 Modern and Contemporary Art	3			

Theatre B.A.

The major in theatre introduces students to all aspects of theatrical production. The program balances course work between acting and directing, history and literature, and technical theatre and management. This degree requires the theatre major to take the 12 hours of core classes plus a 33 hour concentration in either Performance, Musical Theatre or Technical.

Course List - Total Hours: 45

B.A. THEATRE – 45 credits

2016-2017 Catalog

ID#: _____

Name: _____

Advisor: _____

*****Students are required to have 122 distinct credits for graduation*****

Bachelor of Arts degree programs require a minor and a year of a foreign language.

Minor: _____ Foreign Language: _____

Concentration: _____

REQUIRED COURSES 24 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
BUS206 Entrepreneurship	3			
ENG414 Shakespeare	3			
THA110 Intro to Theatre	3			
THA234 Stagecraft	3			
THA255 Acting I: Basic Skills	3			
THA362 Theatre History I	3			
THA363 Theatre History II	3			
THA499 Senior Project	3			

Required Electives 21 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
Performance Concentration:	12			
THA210 Dance Movement I	3			
THA354 Acting II: Scene Study	3			
THA454 Acting III: Period Style	3			
THA470 Directing	3			
Performance Concentratn Electives:	9			
THA____	3			
THA____	3			
THA____	3			
Musical Theatre Concentration:	15			
MUS221 Applied Voice I	1			
MUS221 Applied Voice I	1			
MUS221 Applied Voice I	1			
THA210 Dance Movement I	3			
THA211 Damce Movement II	3			
THA250 Survey Amer Music Theatre	3			
THA354 Acting II: Scene Study	3			

Musical Theatre Electives:	6			
THA115 Theatre Dance: Jazz & Tap	1			
THA116 Theatre Dance: Modern	1			
THA117 Theatre Dance: Ballet	1			
THA454 Acting III: Period Style	3			
Technical Concentration:				
	15			
ART105 Basic Design	3			
THA231 Makeup for the Stage	3			
THA232 Stage Management	3			
THA331 Stage Lighting	3			
THA470 Directing	3			
Technical Concentration Electives:				
	6			
THA____	3			
THA____	3			

Workforce Leadership B.A.S.

A student who earns a B.A.S. degree from WWU will have a wide variety of knowledge in areas of accounting, economics, business, communications, technology, and workforce leadership. This degree is designed to further the knowledge and management skills of employees and managers whose previous educational background is primarily technical or industrial.

Course List - Total Hours: 51

Degree Audit Form – Online Program

ID#: _____

Name: _____

Advisor: _____

*****Students are required to have 122 distinct credits for graduation*****

REQUIRED COURSES 51 credits

Course	Credit	Completed	Grade Earned	Substitutions
ACC240 Principles of Accounting I	3			
ACC412 Advanced Productivity Tools	3			
BMT329 Managerial Ethics	3			
BMT475 Human Resources Admin	3			
BUS321 Principles of Marketing	3			
*BUS324 Personal Finance	3			
BUS332 Business Communications	3			
BUS335 Business Law	3			
BUS351 Principles of Management	3			
ECN251 Macroeconomics	3			
ECN252 Microeconomics	3			
HIS316 Built Envrnmnt American Hist	3			
LDR345 Leading Teams	3			
MIS125 Productivity Tools	3			
MIS350 Project Management	3			
SCA353 Race and Ethnicity	3			
SPA101 Elementary Spanish	3			
WRK499 Workforce Strategy	3			

*Course prerequisites include non-major required course (MAT112 or MAT118) All prerequisites *must* be met to take denoted course.

Minors

Accounting

The accounting minor at William Woods University is a useful complement to any major. It provides the student with an intermediate level of knowledge of budgeting, personal finance, and accounting. The minor requires the student to complete 18 credits: Six from Principles of Accounting I and II and then 12 additional credits from a variety of accounting courses such as Cost Accounting, Taxation, or Auditing, etc.

ACC 240, 241 and ACC electives, with 12 upper-level credits

Credit Hours: 18

American Sign Language

Credit Hours: 18

Art

Credit Hours: 18

Biology

Credit Hours: 20

Business Administration

BUS,ECN,CIS,ACC electives, 9 hours (6 hrs at upper level)

Credit Hours: 18

Chemistry

The chemistry minor requires a minimum of 18 credit hours, of which 8 hours must be at the 300 or higher levels.

Credit Hours: 18

Coaching

The Coaching minor would give all education majors, and even non-majors who may want to coach for local Parks & Recreation Departments or YMCAs, the knowledge base to take on coaching duties at the secondary school level.

Program Objectives:

- Students will develop the skills needed in basic first aid and CPR/AED to properly provide emergency care to athletes of all ages.
- Students will obtain the knowledge and skills needed to help prevent, manage and provide basic treatment for sports injuries.
- Students will increase their ability to properly manage an athletic program including leadership, budget and facility management.
- Students will acquire the skills necessary to apply psychological concepts to sports participation.
- Students will develop an understanding of how an athlete's psyche changes during sports participation and the ability to manage different personalities and psychological issues.
- Students will enhance their understanding of the various offensive and defensive strategies of football, soccer, basketball, volleyball, baseball, softball, track & field and cross country.
- Students will learn how to evaluate players and design practices and drill to instruct proper technique.
- Students will expand their understanding of the various philosophies and approaches to the arrangement of practice sessions and off-season programs.
- Students will gain an appreciation for the various game strategies, how to scout opponents and develop game strategies.
- Students will increase their understanding of the rules and officiating of football, soccer, basketball, volleyball, baseball, softball, track & field, and cross country at both the interscholastic and intercollegiate levels.

Credit Hours: 18

Communication

Credit Hours: 18

Criminal Justice

Credit Hours: 18

Education

Students must have 18 hours from the following courses. From below students can take either EDU392 or EDU393 and either PSY309 or PSY316.

Credit Hours: 18

English

The English minor immerses students in a world of texts, giving students the confidence to be fluent in multiple rhetorical situations. Whether it is paired with ASL interpreting, Law, or other specific discourses, a minor in English allows a student to communicate clearly and effectively.

Credit Hours: 18

Equestrian Science

The Equestrian Science Minor starts with a foundation of theoretical and practical horse management and a broad knowledge of the equine industry. Students can then focus on teaching, riding and training or horse management through elective options, or choose a more broad based approach to suit their career goals.

Credit Hours: 18

Equine Administration

The Equine Administration Minor is designed to provide theoretical knowledge and practical experience managing horses and equine facilities. Students can choose from a variety of electives to complete the required hours which may include emphasis on event, stable or horse management.

Credit Hours: 19

Exercise Science

It is suggested that all students seeking a minor in Exercise Science complete PED104.

Credit Hours: 21

History

Credit Hours: 18

Juvenile Justice

Credit Hours: 18

Management Information Systems

What's the best way to support your Major? Try a Management Information Systems Minor! It will bring the best of business and technology to your major. The minor offers the flexibility you can use to form a path that best supports your future goals. Our classes are very project-based and hands on. Come give us a try!

Credit Hours: 18

Mathematics

Credit Hours: 18

Music

The minor provides a broad overview of music theory, history and performance. Required courses include:

Credit Hours: 18

Physical Science

Credit Hours: 18

Physics

Physics teaches students invaluable critical thinking skills which prepares them for success in an incredibly diverse range of fields.

Credit Hours: 20

Political/Legal Studies

Credit Hours: 18

Psychology

The minor in psychology will give student the opportunity to develop an understanding of human behavior that will allow them to work with, and relate well to others. This minor will complement any other program of study, as the skills learned can be implemented in their everyday dealings with individuals.

Course Hours: 18

Social Work

Credit Hours: 18

Spanish

Spanish 101 and Spanish 102 do not count toward fulfillment of the minor requirements.

Credit Hours: 18

Sports Management

The Sports Management Minor is a cluster of courses designed to provide background in sports for the student who may wish to pursue career with a sports business.

Credit Hours: 19

Theatre

The minor ensures that students gain exposure to both performance and technical areas of the theatre.

Credit Hours: 18

ACCOUNTING MINOR – 18 credits

2016-2017 Catalog

ID#: _____

Name: _____

Advisor: _____

*****Students are required to have 122 distinct credits for graduation*****

REQUIRED COURSES 6 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
ACC240 Principles of Accounting I	3			
ACC241 Principles of Accounting II	3			

Required Electives 12 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
ACC300 Independent Study	3			
ACC312 Intermediate Accounting I	3			
ACC319 Taxation for Enterprenuers	3			
ACC322 Intermediate Accounting II	3			
ACC343 Cost/Managerial Accounting	3			
ACC390 Internship I	3			
ACC400 Advanced Projects	3			
ACC412 Advanced Productivity Tools	3			
ACC441 Auditing	3			
ACC451 Internship II	3			
ACC452 Internship III	6			
ACC430 Applied Accounting Strategies	3			

ART MINOR – 18 credits

2016-2017 Catalog

ID#: _____

Name: _____

Advisor: _____

*****Students are required to have 122 distinct credits for graduation*****

REQUIRED COURSES 6 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
ART105 Basic Design	3			
ART110 Drawing I	3			

Required Electives 12 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
ART111 Drawing II	3			
ART200 Introductory Projects	3			
ART202 Fundmntls of Graphic Design	3			
ART206 Painting I	3			
ART207 Painting II	3			
ART208 Sculpture I	3			
ART209 Sculpture II	3			
ART212 Printmaking I	3			
ART213 Printmaking II	3			
ART215 Weaving & Fiber Arts I	3			
ART216 Weaving & Fiber Arts II	3			
ART220 Water-based Painting I	3			
ART221 Water-based Painting II	3			
ART222 Ceramics I	3			
ART223 Ceramics II	3			
ART224 Jewelry I	3			
ART225 Jewelry II	3			
ART232 Intermediate Graphic Design	3			
ART233 Women, Art & Society	3			
ART238 Art History Beyond Westrn Art	3			
ART256 Digital Imaging	3			
ART276 Digital Art	3			
ART306 Painting III	3			
ART307 Painting IV	3			
ART308 Sculpture III	3			
ART309 Sculpture IV	3			
ART310 Drawing III	3			
ART311 Drawing IV	3			
ART312 Printmaking III	3			
ART313 Printmaking IV	3			
ART322 Ceramics III	3			

ART324 Jewelry III	3			
ART326 Studio Photography	3			
ART332 Publication Design	3			

ID#: _____

Name: _____

Advisor: _____

*****Students are required to have 122 distinct credits for graduation*****

REQUIRED COURSES 15 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
~ASL105 American Sign Language I	3			
~ASL120 Deaf Culture	3			
~ASL145 American Sign Language II	3			
~ASL205 American Sign Language III	3			
~ASL245 American Sign Language IV	3			

~Students **must** earn a final grade of **C or higher** before they can move on to next level ASL language course.

REQUIRED ELECTIVE 3 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
Required Elective:	3			
ASL101 Career Seminar in ASL Studies	3			
ASL345 American Sign Language VI	3			
ASL430 ASL Literature	3			

BIOLOGY MINOR – 20 credits

2016-2017 Catalog

ID#: _____

Name: _____

Advisor: _____

*****Students are required to have 122 distinct credits for graduation*****

REQUIRED COURSES 12 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
BIO114 General Biology I	4			
BIO115 General Biology I Lab	0			
BIO124 General Biology II	4			
BIO125 General Biology II Lab	0			
BIO231 Genetics	4			
BIO232 Genetics Lab	0			

Required Electives 8 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
Biology Minor Electives Upper Level:	8			
BIO__	4			
BIO__	3-4			
BIO__	3-4			

ID#: _____

Name: _____

Advisor: _____

*****Students are required to have 122 distinct credits for graduation*****

REQUIRED COURSES 9 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
ACC240 Principles of Accounting I	3			
BUS415 Corporate Finance	3			
ECN251 Macroeconomics –or- ECN252 Microeconomics	3			

Required Electives 9 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
Business Division Electives:	9			
Lower Level (1XX/2XX) Electives:	3			
ACC _____	3			
BUS _____	3			
ECN _____	3			
MIS _____	3			
Upper Level (3XX/4XX) Electives:	6			
ACC _____	3			
ACC _____	3			
BUS _____	3			
BUS _____	3			
ECN _____	3			
ECN _____	3			
MIS _____	3			
MIS _____	3			

~ Please see 2nd page for 5 yr MBA

The following four MBA courses may be taken and counted towards a student's 122 required hours and then transferred into the MBA program upon graduation. Students, who want to complete the 5-year MBA option, should work with their advisors to plan to complete the first 4 courses listed below during their final fall & spring undergraduate semesters. (Two courses in fall/spring and two courses in spring/fall)

5-Year MBA Senior Year Courses 12 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
BMT517 Humn Resourcs & Org Behavr	3			
BMT539 Business Law	3			
BMT545 Managerial Ethics	3			
BMT580 Management Systems	3			

The following 6 courses will be completed the fifth year of your MBA. Students can complete the courses either on campus or online.

5-Year MBA Graduate Year Courses 18 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
BMT524 Economics For Managers	3			
BMT538 Accounting For Managers	3			
BMT552 Mrktng Rsrch Decisions/Analys	3			
BMT566 Financial Decisions	3			
BMT569 Entrprnrshp/Mrktng Plan &Dev	3			
BMT590 Applied Case Project	3			

ID#: _____

Name: _____

Advisor: _____

*****Students are required to have 122 distinct credits for graduation*******REQUIRED COURSES 12 credits**

Course	Credit	Semester Completed	Grade Earned	Substitutions
CHM114 General Chemistry I	4			
CHM115 General Chemistry I Lab	0			
CHM124 General Chemistry II	4			
CHM125 General Chemistry II Lab	0			
CHM314 Organic Chemistry I	4			
CHM315 Organic Chemistry I Lab	0			

Required Electives 6 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
CHM200 Introductory Projects	3			
CHM300 Independent Study	3			
CHM324 Organic Chemistry II	4			
CHM325 Organic Chemistry II Lab	0			
CHM400 Advanced Project	3			
CHM440 Biochemistry	4			
CHM441 Biochemistry Lab	0			

COACHING MINOR – 20 credits

2016-2017 Catalog

ID#: _____

Name: _____

Advisor: _____

*****Students are required to have 122 distinct credits for graduation*******REQUIRED COURSES 20 credits**

Course	Credit	Semester Completed	Grade Earned	Substitutions
ATR230 Prevention & Care of Injuries	3			
ATR231 Prevention & Care Lab	1			
PED104 First Aid & CPR	2			
PED401 Thry Coach Baseball & Softball	2			
PED402 Thry Coach Trck/Fld & Crs Cnt	2			
PED403 Thry Coaching Football/Soccer	2			
PED404 Thry Coaching Basket/Volleybll	2			
PSY401 Sports Psychology	3			
SMG406 Management of Athletics	3			

COMMUNICATIONS MINOR – 18 credits

2016-2017 Catalog

ID#: _____

Name: _____

Advisor: _____

*****Students are required to have 122 distinct credits for graduation*****

REQUIRED COURSES 9 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
COM190 Intro to Mass Media	3			
COM320 Communication Theory	3			
COM330 Communication Law	3			

Required Electives 9 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
COM _____	3			
COM _____	3			
COM _____	3			

ID#: _____

Name: _____

Advisor: _____

*****Students are required to have 122 distinct credits for graduation*****

REQUIRED COURSES 9 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
CMJ110 Intro to Criminal Justice	3			
CMJ180 Criminology	3			
CMJ270 Criminal Law	3			

Required Electives 9 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
CMJ__	3			
CMJ__	3			
CMJ__	3			

EDUCATION MINOR – 18 credits

2016-2017 Catalog

ID#: _____

Name: _____

Advisor: _____

*****Students are required to have 122 distinct credits for graduation*****

REQUIRED COURSES 15 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
EDU250 Foundations	3			
EDU331 Exceptional Child	3			
*EDU392 Reading in Content Area -or- EDU393 Teaching Elementary Reading	3			
PSY221 Educational Psychology	3			
*PSY209 Child Develop & Behavior -or- PSY316 Psy of Adoles/Mid-Level Child	3			

***students can take either EDU392 or EDU393 and either PSY209 or PSY316.**

Required Electives 3 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
Education Electives:	3			
EDU: _____	1			
EDU: _____	1			
EDU: _____	1			
EDU: _____	3			

ENGLISH MINOR – 18 credits

2016-2017 Catalog

ID#: _____

Name: _____

Advisor: _____

*****Students are required to have 122 distinct credits for graduation*****

Required Courses 6 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
ENG222 Intro to Rhetoric	3			
ENG280 Intro to Literature	3			

Required Electives 12 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
English Electives not including 099, 101 and 102:	12			
ENG200 Introductory Projects	3			
ENG201 World Masterpieces I	3			
ENG202 World Masterpieces II	3			
ENG205 English Literature I	3			
ENG206 English Literature II	3			
ENG210 Intro to Film Studies	3			
ENG215 Film Genre	3			
ENG218 Intro to Creative Writing	3			
ENG226 Young Adult Literature	3			
ENG238 American Literature I	3			
ENG239 American Literature II	3			
ENG300 Independent Study	3			
ENG301 Grammar & Syntax	3			
ENG302 Technical Writing	3			
ENG308 Creative Writing	3			
ENG316 Special Topics in Film	3			
ENG319 History of English Language	3			
ENG327 Film Theory & Criticism	3			
ENG328 Theory & Criticism of Lit	3			
ENG345 Grant Writing	3			
ENG373 Major Authors	3			
ENG406 Topics in Contemp Writing	3			
ENG411 Rhetorical Analysis & Criticism	3			
ENG412 Comp for Prospective Tchrs	3			
ENG414 Shakespeare	3			
ENG418 Methods of Teaching English	2			
ENG440 Senior Seminar	3			
ENG451 Internship II	3			

EQUINE ADMINISTRATION MINOR– 22 credits**2016-2017 Catalog**

ID#: _____

Name: _____

Advisor: _____

*****Students are required to have 122 distinct credits for graduation*******REQUIRED COURSES 19 credits**

Course	Credit	Semester Completed	Grade Earned	Substitutions
EQA305 Tech of Facility Management	4			
EQU111 Intro to the Equine Industry	3			
EQU117 Thry Perf Hrs Hlth Mngmnt I	3			
EQU118 Thry Perf Hrs Hlth Mngmnt II	3			
EQU201 Horse Mgt Practicum I	3			
EQU405 Equine Business Practices	3			

Required Electives 3 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
EQA/EQS/EQU Elective:	3			
EQA320 Equine Event Managment	3			
EQA420 EQA Seminar	2			
EQR: _____	1			
EQU221 Stable Management	3			
EQU391 Horse Mgt Practicum II	4			

EQUESTRIAN SCIENCE MINOR – 21 credits

2016-2017 Catalog

ID#: _____

Name: _____

Advisor: _____

*****Students are required to have 122 distinct credits for graduation*****

REQUIRED COURSES 12 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
EQU111 Intro to the Equine Industry	3			
EQU117 Thry Perf Hrs Hlth Mngmnt I	3			
EQU118 Thry Perf Hrs Hlth Mngmnt II	3			
EQU201 Horse Mgt Practicum I	3			

Required Electives 9 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
EQS/EQU Electives:	9 (6 credits must be from 300/400 upper level courses)			
EQR: _____	1			
EQR: _____	1			
EQR: _____	1			
EQS200 Introductory Projects	3			
EQS205 Surv Saddle St Training Mthd	1			
EQS212 Thry of Teachng Riding	3			
**Teaching Tech II EQS _____	1			
EQS328 Equine Evaluation	3			
EQS300 Independent Study	3			
EQS304 Thry of Equ Behav/Trn Mth	3			
EQS306 Prctcl Equine Antmy & Cndtng	3			
EQS311 Tack Construction & Repair	1			
EQS320 Origins of Modern Riding	3			
EQS330 Dressage Issues	2			
EQS331 Hunter/Jumper Issues	2			
EQS332 Saddle Seat Issues	2			
EQS333 Hist of Breeds & Bloodlines	3			
EQS335 Western Issues	2			
**Teaching Tech III EQS _____	2			
**Teaching Tech IV EQS _____	2			
EQS390 Internship I	3			
EQS400 Advanced Projects	3			
EQS404 Vet Medicine & Reproduct	3			
EQS411 Teaching Mthds Seminar	2			
EQS412 Adv Teaching Practicum	2			
EQS451 Internship II	3			
EQS452 Internship III	6			
EQU211 Survey Equine Assist Therap	3			
EQU221 Stable Management	3			

EQU391 Horse Mgt Practicum II	4			
EQU405 Equine Business Practices	3			

All students must have a current Red-Cross or American Heart Association certification in adult CPR and First Aid to register for Teaching Tech II/III/IV and EQS411 courses - *not to expire prior to class completion***

EXERCISE SCIENCE MINOR– 21 credits**2016-2017 Catalog**

ID#: _____

Name: _____

Advisor: _____

*****Students are required to have 122 distinct credits for graduation*******REQUIRED COURSES 21 credits**

Course	Credit	Semester Completed	Grade Earned	Substitutions
EXS103 Nutrition	3			
EXS315 Exercise Tech & Prescrip	3			
EXS405 Exercise Program Design	3			
EXS460 Prin of Strength & Condition	3			
PED205 Intro to Anat/Physiology	3			
PED321 Kinesiology	3			
PED322 Physiology of Exercise	3			

* It is suggested that all students seeking a minor in Exercise Science complete PED104.

HISTORY MINOR – 18 credits

2016-2017 Catalog

ID#: _____

Name: _____

Advisor: _____

*****Students are required to have 122 distinct credits for graduation*****

REQUIRED COURSES 12 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
HIS101 Western Civilization I	3			
HIS102 Western Civilization II	3			
HIS103 History of the U.S. I	3			
HIS104 History of the U.S. II	3			

Required Electives 6 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
HIS300 Independent Study	3			
HIS310 Women in America	3			
HIS315 Race and Gender	3			
HIS321 19 th Century Europe	3			
HIS334 Emergence of Modern America	3			
HIS340 The Ancient World	3			
HIS341 20 th Century Europe	3			
HIS344 20 th Century Diplomacy	3			
HIS370 Renaissance & Reformation	3			
HIS390 Internship I	3			
HIS400 Advanced Projects	3			
HIS416 African-American History	3			
HIS423 Senior Seminar	3			
HIS435 Thought/Deed: History & Philosophy of Terrorism	3			
HIS451 Internship II	3			
HIS452 Internship III	3			

JUVENILE JUSTICE MINOR – 18 credits

2016-2017 Catalog

ID#: _____

Name: _____

Advisor: _____

*****Students are required to have 122 distinct credits for graduation*****

REQUIRED COURSES 15 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
LGS215 Intro to Criminal Justice	3			
LGS315 Family Law	3			
SWK273 Crime Victimizatn in America	3			
SWK340 Child Abuse & Neglect	3			
SWK406 Working w/ Juvenile Offndrs	3			

Required Electives 3 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
Legal Studies Electives:	3			
SWK304 Dmstc Violence Thry/Intrvntn	3			
SWK316 Human Behav in Eviron I	3			
SWK322 Addict Behav/Sbstnc Abuse	3			

MATHEMATICS MINOR – 18 credits

2016-2017 Catalog

ID#: _____

Name: _____

Advisor: _____

*****Students are required to have 122 distinct credits for graduation*******REQUIRED COURSES 9 credits**

Course	Credit	Semester Completed	Grade Earned	Substitutions
MAT124 Calculus I	5			
MAT214 Calculus II	4			

Required Electives 9 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
MAT224 Calculus III	4			
MAT312 Differential Equations	3			
MAT313 Math Probability & Statistics	3			
MAT314 Higher Geometry	3			
MAT324 Formal Logic	3			
MAT325 Intro to Numerical Analysis	3			
MAT422 Modern Algebra	3			
MAT423 Theory of Numbers	3			

ID#: _____

Name: _____

Advisor: _____

*****Students are required to have 122 distinct credits for graduation*****

REQUIRED COURSES

6 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
MIS100 Intro to Web 2.0	3			
MIS125 Productivity Tools	3			

Required Electives 12 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
MIS225 Database Management Syst	3			
MIS250 TeleCommun & Networking	3			
MIS325 Website Development	3			
MIS350 Project Management	3			
MIS370 MIS Experience	3			
MIS4__ Internship ____ (I – XII)	____			
MIS425 Enterprise Collaboration Softwr	3			
MIS450 Systems Analysis & Design	3			

MUSIC MINOR – 18 credits**2016-2017 Catalog**

ID#: _____

Name: _____

Advisor: _____

*****Students are required to have 122 distinct credits for graduation*******REQUIRED COURSES 12 credits**

Course	Credit	Semester Completed	Grade Earned	Substitutions
MUS101 Music Fundamentals	3			
MUS103 Music Appreciation	3			
MUS111 Jazz, Pop & Rock	3			
MUS361 History of Music	3			

Required Electives 6 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
Applied Music & Music Electives:	6			
MUS200 Introductory Projects	—			
MUS211 Applied Piano I	1			
MUS212 Applied Piano II	2			
MUS221 Applied Voice I	1			
MUS222 Advanced Voice II	2			
MUS241 Jameson Singers	1			

PHYSICAL SCIENCE MINOR – 18 credits

2016-2017 Catalog

ID#: _____

Name: _____

Advisor: _____

*****Students are required to have 122 distinct credits for graduation*****

REQUIRED COURSES 11 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
CHM114 General Chemistry I	4			
CHM115 General Chemistry I Lab	0			
PHY201 Physics I	4			
PHY202 Physics Lab	0			
SCI230 Earth Science	3			

REQUIRED Electives 7 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
Second Semester CHM/PHY	4			
CHM124 General Chemistry II	4			
CHM125 General Chemistry II Lab	0			
PHY212 Physics II	4			
PHY213 Physics II Lab	0			
Required Independent Study	3			
CHM300 Independent Study	3			
SCI300 Independent Study	3			

PHYSICS MINOR – 20 credits

2016-2017 Catalog

ID#: _____

Name: _____

Advisor: _____

*****Students are required to have 122 distinct credits for graduation*****

REQUIRED COURSES 16 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
MAT124 Calculus I	5			
PHY201 Physics I	4			
PHY202 Physics Lab	0			
PHY212 Physics II	4			
PHY213 Physics II Lab	0			
PHY315 Modern Physics	3			

REQUIRED Electives 4 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
One (1) of the Following:	4			
CHM114 General Chemistry I	4			
CHM115 General Chemistry I Lab	0			
MAT214 Calculus II	4			

ID#: _____

Name: _____

Advisor: _____

*****Students are required to have 122 distinct credits for graduation*****

REQUIRED COURSES 6 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
PLS105 Politics & Government	3			
PLS110 American Legal System	3			

Required Electives 12 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
PLS Studies Electives:	12			
PLS__	3			
PLS__	3			
PLS__	3			
PLS__	3			

PSYCHOLOGY MINOR – 18 credits

2016-2017 Catalog

ID#: _____

Name: _____

Advisor: _____

*****Students are required to have 122 distinct credits for graduation*****

**REQUIRED COURSES
6 credits**

Course	Credit	Semester Completed	Grade Earned	Substitutions
PSY101 General Psychology I	3			
PSY102 General Psychology II	3			

Required Electives 12 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
Psychology Electives:	12 (9 credits must be from 300/400 upper level courses)			
PSY200 Introductory Projects	3			
PSY209 Child Develop & Behavior	3			
PSY221 Educational Psychology	3			
PSY225 Careers in Psychology	3			
PSY285 Psychology of Personality	3			
PSY300 Independent Study	3			
PSY310 Social Psychology	3			
PSY313 Stats for the Social Sciences	3			
PSY324 Cognitive Psychology	3			
PSY326 Psych of Intimate Relationship	3			
PSY390 Internship I	3			
PSY400 Advanced Projects	3			
PSY401 Sports Psychology	3			
PSY406 Psychology and the Law	3			
PSY411 Abnormal Psychology	3			
PSY412 Counseling	3			
PSY451 Internship II	3			
PSY452 Internship III	6			

SOCIAL WORK MINOR – 18 credits

2016-2017 Catalog

ID#: _____

Name: _____

Advisor: _____

*****Students are required to have 122 distinct credits for graduation*****

REQUIRED COURSES 15 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
SWK215 Social Welfare	3			
SWK230 Interaction Skills	3			
SWK312 Intrvntn Strat Indiv/Famil	3			
SWK316 Human Behavior/Envirnmt I	3			
SWK317 Human Behavior/Envrnmt II	3			

Required Electives 3 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
SWK203 Aging America - A New Grnrt	3			
SWK273 Crime Victimizatn in America	3			
SWK274 Mental Health Srvc & Polcs	3			
SWK304 Dmstc Violence Thry/Intrvntns	3			
SWK314 Group Dynamics & Intervntns	3			
SWK322 Addictive Behvr/Subst Abuse	3			
SWK338 Social Welfare Policy	3			
SWK340 Child Abuse & Neglect	3			
SWK406 Working w/ Juvenile Offendrs	3			

SPANISH MINOR – 18 credits

2016-2017 Catalog

ID#: _____

Name: _____

Advisor: _____

*****Students are required to have 122 distinct credits for graduation*****

*SPA 101 and SPA 102 do not count toward fulfillment of the minor requirements.

Required Courses 6 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
Spanish Electives:	6			
SPA203 Intermediate Spanish I	3			
SPA204 Intermediate Spanish II	3			

Required Electives 12 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
Upper Level Electives:	12			
SPA300 Independent Study	3			
SPA303 Adv Spanish Conversation	3			
SPA351 Intro to Hispanic Literature	3			
SPA377 Spanish Civilization	3			
SPA381 Adv Grammar & Composition	3			
SPA390 Internship I	3			
SPA400 Advanced Projects	3			
SPA452 Internship III	6			

SPORT MANAGEMENT MINOR – 21 credits

2016-2017 Catalog

ID#: _____

Name: _____

Advisor: _____

*****Students are required to have 122 distinct credits for graduation*****

REQUIRED COURSES 15 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
PED220 Social Science in Sport	3			
SMG406 Management of Athletics	3			
PSY401 Sports Psychology	3			
SMG100 Intro to Sports Management	3			
SMG310 Sports Law	3			

Required Electives 6 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
BUS206 Entrepreneurship	3			
BUS231 Risk Mgt & Insurance	3			
BUS321 Principles of Marketing	3			
BUS351 Principles of Management	3			
PED205 Intro to Anatomy/Physiology	3			
PED321 Kinesiology	3			
PED322 Physiology of Exercise	3			
SMG321 Sport Marketing	3			
SMG390 Internship in Sports Mgt	3			
SMG412 Econmc & Financial Mgt Sprt	3			
SMG451 Sport Mgt Internship II	3			
SMG452 Sport Mgt Internship III	6			

THEATRE MINOR – 18 credits

2016-2017 Catalog

ID#: _____

Name: _____

Advisor: _____

*****Students are required to have 122 distinct credits for graduation*****

REQUIRED COURSES 3 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
THA110 Intro to Theatre	3			

Required Electives 15 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
THA234 Stagecraft -or- THA331 Stage Lighting	3			
THA255 Acting I: Basic Skills -or- THA470 Directing	3			
Theatre Electives:	3			
THA115 Theatre Dance: Jazz & Tap	1			
THA116 Theatre Dance: Modern	1			
THA117 Theatre Dance: Ballet	1			
THA151 Theatre Perform Practicum	1			
THA200 Introductory Projects	3			
THA210 Dance Movement I	3			
THA211 Dance Movement II	3			
THA231 Makeup for the Stage	3			
THA232 Stage Management	3			
THA300 Independent Study	3			
THA390 Internship I	3			
THA400 Advanced Projects	3			
THA418 Mthds of Teaching	3			
THA451 Internship II	3			
THA452 Internship III	6			
THA454 Acting III: Period Style	3			
Theatre Upper Level Electives:	6			
THA300 Independent Study	3			
THA390 Internship I	3			
THA400 Advanced Projects	3			
THA418 Methods of Teaching	3			
THA451 Internship II	3			
THA452 Internship III	6			
THA454 Acting III: Period Style	3			

Course Level Descriptions

Undergraduate courses at William Woods University are given a number from 098 to 499. This number corresponds to the materials and activities in the course, as well as how much subject matter knowledge students are expected to have. Below is a broad overview of the expectations related to different course numbers.

098-099

To develop students' skill levels in English composition and math in order to achieve success at the college level.

100-199

Courses introduce students to either a broad aspect or fundamental skill set in the discipline. Students will work to recall elements and details of content, including identification and illustration of important concepts.

Expectations

1. *Students can proceed at a reasonable pace without encountering basic difficulties or comprehension;*
2. *Students can complete assignments involving reading and comprehending a specified amount of material, or preparing organized papers*

200-299

Courses that explore specific facets of a discipline. Evolving communication and critical thinking skills are used to distinguish central concepts and identify patterns within the subject matter.

Expectations:

1. *Students are acquainted with the basic language, terminology, or methodology of the subject itself;*
2. *Students are, in that subject, at a stage of understanding where they can progress towards some significant conclusions, experiments, or explorations.*
3. *Students will accomplish a substantial amount of work, for example: study a number of books or work through a comprehensive textbook, write a number of papers, or demonstrate an in-depth knowledge of the material covered.*

300-399

Courses that involve the synthesis and application of knowledge in the discipline through making critical distinctions, investigations and critiques.

Expectations:

1. *Students will have completed necessary 100-200 level course work;*
2. *Students have the ability to do research, or to obtain relevant information in the field;*
3. *Students are fluent in the language of the field so as to read and assimilate relevant information;*
4. *Students are able to combine the results of the research, or the reading, into cohesive (and possibly original) statements;*
5. *Students are able to produce some substantial work, such as a paper, or a creative or experimental project,*

400-499

Courses that culminate the undergraduate immersion, prompting discovery within the discipline. Students will master the ability to analyze and synthesize information independently in original and creative ways.

Expectations:

1. *Students will complete a major research project or paper.*
2. *Students' learning may be designed and applied through seminars, field experiences, internships or other capstone experiences*
3. *Students will be expected to work independently under the guidance or supervision of an instructor.*

Course Descriptions

ACC200 Introductory Projects

Special one-semester classes with varying subject matter. The topic of the course will be announced in the schedule of classes. May be taken three times for credit with change of topic. Credits: 3

ACC240 Principles of Accounting I

An introduction to the principles underlying accounting information. The course will focus on the role that accounting information plays in planning, evaluating, and recording operating activities of businesses. An introduction to financial statements is also included. In this course students will summarize financial data and construct basic financial statements using various software tools such as Excel and QuickBooks. Credits: 3

ACC241 Principles of Accounting II

This course extends the concepts of ACC 240. Methods for evaluating management decisions will be included through the study of financial statement analysis. Students will be able to interpret the financial position of a company based on their organization of the financial data that is compiled using various software tools such as Excel and QuickBooks. Credits: 3 Prerequisites: ACC240

ACC300 Independent Study

Individually directed study on a topic not covered by regular course offerings. Requires permission of the instructor and division chairperson. Credits: 3

ACC312 Intermediate Accounting I

This course is a study of the nature, content, and interpretation of corporate financial statements. Students will learn to use accounting concepts and principles to solve non-routine financial issues. Credits: 3 Prerequisites: ACC 240 and ACC 241

ACC319 Taxation for Entrepreneurs

Students will compare the history, law and structure of sales, payroll and income taxes affecting taxable entities such as individuals and small business owners. Preparation of accurate federal payroll forms and income tax returns will be required citing appropriate tax authorities for controversial issues that arise. Credits: 3

ACC322 Intermediate Accounting II

The characteristics and accounting requirements of non-current corporate items, including investments, plant and equipment, intangible assets, and long-term indebtedness; further analysis of corporate capital with special attention to paid-in capital and retained earnings. Students will use accounting principles and concepts to solve non-routine financial issues. Credits: 3 Prerequisites: ACC312

ACC343 Cost/Managerial Accounting

An examination of basic cost accounting concepts including job order costing, process costing, and standard costing. Emphasis is placed upon the managerial implications of decisions as they relate to cost analysis, planning, budgeting, and control. Students will be asked to formulate financial ramifications of various options available to managers when investigating solutions Credits: 3 Prerequisites: ACC241

ACC400 Advanced Projects

Special one-semester classes and seminars with varying subject matter designed for majors at the junior and senior level. The topic will be announced in the schedule of classes. May be taken three times for credit with change of topic. Requires permission of the instructor and the division chairperson.

Credits: 3

ACC401 Internship I

Internships provide students with the opportunity for hands-on application of the theories and applications they have learned in the classroom. For each credit hour obtained in the internship, the student is required to work 40 hours in an approved organization. A 2 credit hour internship = 80 hours, 3 credit hours = 120 hours, etc. Credits: 1

ACC402 Internship II

This course requires a minimum of 120 clock hours Internships provide students with the opportunity for hands-on application of the theories and applications they have learned in the classroom. For each credit hour obtained in the internship, the student is required to work 40 hours in an approved organization. A 2 credit hour internship = 80 hours, 3 credit hours = 120 hours, etc. Credits: 2

ACC403 Internship III

Internships provide students with the opportunity for hands-on application of the theories and applications they have learned in the classroom. For each credit hour obtained in the internship, the student is required to work 40 hours in an approved organization. A 2 credit hour internship = 80 hours, 3 credit hours = 120 hours, etc. Credits: 3

ACC404 `Internship IV

Internships provide students with the opportunity for hands-on application of the theories and applications they have learned in the classroom. For each credit hour obtained in the internship, the student is required to work 40 hours in an approved organization. A 2 credit hour internship = 80 hours, 3 credit hours = 120 hours, etc. Credits: 4

ACC405 Internship V

Internships provide students with the opportunity for hands-on application of the theories and applications they have learned in the classroom. For each credit hour obtained in the internship, the student is required to work 40 hours in an approved organization. A 2 credit hour internship = 80 hours, 3 credit hours = 120 hours, etc. Credits: 5

ACC406 Internship VI

Internships provide students with the opportunity for hands-on application of the theories and applications they have learned in the classroom. For each credit hour obtained in the internship, the student is required to work 40 hours in an approved organization. A 2 credit hour internship = 80 hours, 3 credit hours = 120 hours, etc. Credits: 6

ACC407 Internship VII

Internships provide students with the opportunity for hands-on application of the theories and applications they have learned in the classroom. For each credit hour obtained in the internship, the student is required to work 40 hours in an approved organization. A 2 credit hour internship = 80 hours, 3 credit hours = 120 hours, etc. Credits: 7

ACC408 Internship VIII

Internships provide students with the opportunity for hands-on application of the theories and applications they have learned in the classroom. For each credit hour obtained in the internship, the student is required to work 40 hours in an approved organization. A 2 credit hour internship = 80 hours, 3 credit hours = 120 hours, etc. Credits: 8

ACC409 Internship IX

Internships provide students with the opportunity for hands-on application of the theories and applications they have learned in the classroom. For each credit hour obtained in the internship, the student is required to work 40 hours in an approved organization. A 2 credit hour internship = 80 hours, 3 credit hours = 120 hours, etc. Credits: 9

ACC410 Internship X

Internships provide students with the opportunity for hands-on application of the theories and applications they have learned in the classroom. For each credit hour obtained in the internship, the student is required to work 40 hours in an approved organization. A 2 credit hour internship = 80 hours, 3 credit hours = 120 hours, etc. Credits: 10

ACC411 Internship XI

Internships provide students with the opportunity for hands-on application of the theories and applications they have learned in the classroom. For each credit hour obtained in the internship, the student is required to work 40 hours in an approved organization. A 2 credit hour internship = 80 hours, 3 credit hours = 120 hours, etc. Credits: 11

ACC412 Advanced Productivity Tools

Student will learn advanced skills involving the applications of spreadsheets, databases and word processors. Students will be exposed to PivotTables, Vlookup, Match & Index functions, Goal Seeker and Solver, PMT function, data tables, SQL queries, Macros, Sorting, forms, linked objects and more
Credits: 3 Prerequisites: MIS125, ACC240

ACC430 Applied Accounting Strategies

An analysis of the characteristics and accounting requirements of interim reporting and segmental data, disclosure of earnings per share data, accounting for partnerships, governmental accounting, accounting for not-for-profit organizations, accounting for estates and trusts, debt restructuring, corporate reorganizations and liquidations. Credits: 3 Prerequisites: ACC322

ACC440 Advanced Accounting II

The characteristics and accounting requirements of business combinations, consolidated financial statements, intercompany transactions, subsidiary equity transactions, the international accounting environment, foreign currency transactions, and the translation of foreign financial statements.

Credits: 3 Prerequisites: ACC322

ACC441 Auditing

This capstone course is a study of basic auditing standards and procedures including the code of ethics, the various forms of the audit report, methods of data verification, and preparation of audit working papers. Students will also be able to critique past auditing involvement with businesses that were bankrupt or accused of fraud shortly after the audit.

Credits: 3 Prerequisites: MAT114 and 9 hours of accounting

ART101 Introduction to Art

An exploration of basic media and art concepts from both an historic and contemporary perspective for non-majors. (Lab fee) Credits: 3

ART105 Basic Design -A

Students will study the elements and principles of composition as applied to two-dimensional and three-dimensional forms. A wide range of materials and techniques will be covered. Required of all art majors. (Lab fee) Credits: 3

ART110 Drawing I

A basic study of drawing techniques and concepts. Required of all art majors. (Lab fee)

Credits: 3 Prerequisites: ART105

ART111 Drawing II

An introduction to figure drawing and a continuation of exploration of media and technique exploration. (Lab fee) Credits: 3

ART115 Color & Light

Students will gain an understanding of the foundations in color theory. Application of this knowledge through hands on experience will take place in weekly exercises and projects by class critiques. We will also investigate the personal color theories of several significant historical artists, as well as the color and light properties of several different mediums. Students will emerge from this course with a broad understanding of the remarkable dynamics of color and light. They will be prepared to readily translate this knowledge in the future visual art and graphic design course. Students will engage in criticism and develop an individual aesthetic sensibility as the course progresses. Credits: 3

ART120 Art Appreciation -A

Treats major topics in the arts for non-majors with an emphasis on techniques of artistic production, analysis of form and content, an historical perspective, and a critical study of artistic perception.

Credits: 3

ART200 Introductory Projects

Special one-semester classes and seminars with varying subject matter. Course topics will be announced in the schedule of classes. May be taken three times for credit with change of topic. Credits: 3

Prerequisite: ART 105 or COM 190

ART202 Fundamentals of Graphic Design

As the introductory graphic design course, this course sets the framework for the Graphic Design concentration. The course introduces students to the graphic design profession, acquainting them with the fundamentals of desktop publishing, layout, design, and typography. (Lab fee) Credits: 3

Prerequisites: ART105

ART203 Art Applications

From both a historic and contemporary perspective, the honor student will research, investigate, and demonstrate an understanding of various art processes with the goal of coming to a greater appreciation for a wide range of aesthetics, forms and media. The bulk of the class will be daily and bi-weekly problems to solve, instructor demonstrations, power point lectures, and critiques. Students will also be required to read and discuss various handouts before each problem. The fundamental approaches to art production and design basics will be explored in 7 art problems throughout the course. Specific limitations will be given for each problem that will both restrict and allow students the

freedom to explore creative, unified solutions while gaining a deep understanding of the specific element explored and its relationships to the design principles. Each of the first six problems will focus on one of the 6 art elements. The final problem includes a research assignment and power point presentation of an artist that has inspired the culmination piece that includes all of the elements of design. Throughout the course, students will work in a variety of mediums while exploring different approaches to form. Students will learn how to assess their work and work of others as they gain an understanding of the elements and principles of design, intent and aesthetic. A sketchbook will be kept to explore ideas, record terminology and insights from handouts and presentations, as well as historical figures and styles discovered throughout the semester. A final written assessment reflecting an understanding of process, design and a historical reference will accompany the 7th culmination project for TK20 assessment. Credits: 3

ART206 Painting I

Introduction to basic painting media, techniques, and theory through the use of still life, landscape, and the figure. (Lab fee) Credits: 3

ART207 Painting II

Continued development of the theory, technique, and principles of painting through still life, landscape, and the figure. (Lab fee) Credits: 3 Prerequisites: ART206

ART208 Sculpture I

A hands-on exploration of 3 dimensional media, materials, theory, and concepts. (Lab fee)

Credits: 3

ART209 Sculpture II

Exploration of casting techniques and metal casting. (Lab fee) Credits: 3 Prerequisites: ART208

ART210 Portfolio Development

Designed to introduce students to the importance, concept, and production of a professional art portfolio. During the course students produce both a conventional and an electronic portfolio of their work. Credits: 1

ART212 Printmaking I

This is an introduction to basic techniques of printmaking. Students will recognize basic types of printmaking and recall techniques of notable artist in the history of art. The student will reproduce various techniques demonstrated by the professor and show evidence of mastery in their own projects. (Lab fee) Credits: 3 Prerequisites: ART105 or ART110

ART213 Printmaking II

An intermediate studio course provides students with opportunities to build on the fundamental techniques of printmaking and begin to express individual aesthetic. Portfolio development and an emerging body of work will distinguish students at this level of study. (Lab fee)

Credits: 3 Prerequisites: ART105 or ART110, and ART212

ART215 Weaving & Fiber Arts I

An overview of processes and techniques, basic skill level. (Lab fee) Credits: 3

ART216 Weaving & Fiber Arts II

Students expected to build upon skills learned in beginning course. Projects should reflect expertise and interest. (Lab fee) Prerequisite: ART 215 Credits: 3

ART220 Water-based Painting I

This is an introduction to basic techniques of painting with water based paint. Students will recognize transparent watercolor, opaque watercolor, tempera and acrylic painting techniques of a variety of famous artist. The student will reproduce various techniques used by and demonstrated by the professors and show evidence of mastery in their own projects. (Lab fee) Credits: 3

ART221 Water-based Painting II

An intermediate studio course provides students with opportunities to build on the fundamental techniques of water based painting and begin to express individual aesthetic. Portfolio development and an emerging body of work will distinguish student's level of study. (Lab fee)

Credits: 3 Prerequisites: ART 211 Watercolor I

ART222 Ceramics I

Introduction to media and technique. Hand building, throwing and glazing will be covered. (Lab fee)

Credits: 3

ART223 Ceramics II

A focus on wheel throwing and glazing techniques. (Lab fee) Credits: 3 Prerequisites: ART222

ART224 Jewelry I

A study in basic metal fabrication. Emphasis on basic techniques of piercing, soldering, design, lapidary, and basic stone setting. (Lab fee) Credits: 3

ART225 Jewelry II

Advanced study of jewelry design and fabrication. Emphasis on construction, stone setting, and centrifugal casting. (Lab fee) Credits: 3 Prerequisites: ART224

ART230 Survey of Western Art I

A study of sculpture, painting, architecture and the minor arts from early history to the Renaissance. The main focus is the placement of the art of each period within the society by which it was produced. (Lab fee) Credits: 3

ART231 Survey of Western Art II

A study of sculpture, painting, architecture and the minor arts from the Renaissance to contemporary times. The main focus is the placement of the art of each period within the society by which it was produced. ART 230 is not required. (Lab fee) Credits: 3

ART232 Intermediate Graphic Design

Offers students the opportunity to apply graphic design techniques and principles to scenario-based projects simulating real world design situations. Special emphasis is placed on developing intermediate-level computer design skills. (Lab fee) Credits: 3 Prerequisites: ART202

ART233 Women, Art & Society

This course will provide a general introduction to the history of women's involvement in the visual arts. Students will recognize women artists who have chosen to work professionally in painting, sculpture or related media and the cultural ideologies that have shaped their production and representation. Along with focusing on women as producers of art, students will investigate women as subject matter in hopes of becoming more aware of what is not represented because of such strong cultural beliefs at specific periods in history. The course will generally follow traditional Western Art historical trends from Medieval and Early Renaissance times to the 21st Century (also recognizing male counterparts along the way) in order to grasp the full picture of the evolution of women in the arts. Credits: 3

ART238 Art History beyond Western Art

This course surveys some of the most significant works of art such as sculpture, architecture, fiber arts, and painting created in Asia, Africa, Oceania, and the Americas from prehistoric time through present. Using text readings, research, image power point presentations, and individual works from many cultures. The art and architecture will be used as examples of stylistic differences as well as documents of their time and place to reflect the history, politics, religion, and geographic location of the various cultures. These works will also serve to help students understand the motivation behind the creation of art throughout history and the role of art in each particular culture. This will further inform the understanding of the way in which the function of art has changed over time. Credits: 3

ART250 Typography

An introduction to Typography: the art of designing with type, including the planning of typeface, size, composition, and page layout. This course explores the fundamental principles of Typography and its integral role in graphic design. Credits: 3

ART256 Digital Imaging

A course teaching the basic principles and techniques of photography. Students learn the fundamentals of 35mm photography, black and white film development and print making. (Lab fee)

Credits: 3 Prerequisites: Prerequisite - ART105, COM190, or Art/Communication Major

ART276 Digital Art

This course is an introduction to the concepts and tools necessary to produce photo-based digital art on the computer. The course explores the intersection of art and emerging digital imaging technologies. Students study contemporary art and photography in an effort to produce their own sensibility and understanding of how to translate their personal creative vision into works of digital art. The course emphasizes the use of digital photography and computer technology as the primary means of creating digital art. Credits: 3 Prerequisites: ART202 or ART256 or COM190

ART282 Teaching Art in Elementary School

A study of the techniques of teaching art in the elementary school with global themes. Not acceptable as a studio art course; professional education credit only. (Lab fee) Credits: 3

ART300 Independent Study

Individually directed study on a topic not covered by regular course offerings. Requires permission of the instructor and the division chairperson. Credits: 3

ART306 Painting III

Continued study of painting, media, and techniques using landscape, still life, and figure as subject. Emphasis on the development of personal imagery. (Lab fee) Credits: 3 Prerequisites: ART207

ART307 Painting IV

Continued study of painting, media, and techniques using landscape, still life, and figure as subject. Emphasis on independent personal expression. (Lab fee) Credits: 3 Prerequisites: ART306

ART308 Sculpture III

A continuation of development of technique with emphasis on individualized work of a personal direction. (Lab fee) Credits: 3 Prerequisites: ART209

ART309 Sculpture IV

Exploration of either carving or bronze casting on a larger scale. Emphasis is on personal direction and process. (Lab fee) Credits: 3 Prerequisites: ART308

ART310 Drawing III

Advanced study in figure drawing. (Lab fee) Credits: 3 Prerequisites: ART111

ART311 Drawing IV

Individual drawing style development with study of contemporary drawing techniques and concepts. (Lab fee) Credits: 3 Prerequisites: ART310

ART312 Printmaking III

Students in this upper level studio course will apply skills and personal aesthetic, and solve design and

technical problems in order to further their portfolio and exhibition of original prints. (Lab fee)

Credits: 3 Prerequisites: ART213

ART313 Printmaking IV

This upper level printmaking course will encourage students to compose, plan and create original prints for their portfolio and for exhibition. This course is also an opportunity for the most advanced print making student to encourage, explain, judge and offer criticism to less experienced printmaking students. (Lab fee) Credits: 3 Prerequisites: ART312

ART320 Water based Painting III

This upper level course examines the diverse nature of water based techniques and styles of painting. The examples on this syllabus are designed to expose the student to different possibilities related to subject matter. However the advanced painting student may wish to focus the range of subject matter according to their emerging style and aesthetic. This advanced course will encourage the student to compose original compositions with an eye toward the aesthetic and psychological vision true to the student. The advanced student in this course will develop a portfolio based on original compositions, which are a learning outcome of prior coursework in design, drawing and painting. The student will be able to use design language to share their artistic achievement with the entry level students.

Credits: 3 Prerequisites: ART221

ART321 Water based Painting IV

This upper level course examines the diverse nature of water based techniques and styles of painting. The examples on this syllabus are designed to expose the student to different possibilities related to subject matter. However the advanced painting student may wish to focus the range of subject matter according to their emerging style and aesthetic. This advanced course will encourage the student to compose original compositions with an eye toward the aesthetic and psychological vision true to the student. The advanced student in this course will develop a portfolio based on original compositions, which are a learning outcome of prior coursework in design, drawing and painting. The student will be able to use design language to share their artistic achievement with the entry level students. This is the highest level of the course and requires the student to exhibit paintings and to write a thesis in relation to the personal aesthetic projected by the paintings done in this course.

Credits: 3 Prerequisites: ART320

ART322 Ceramics III

A study of kilns and glazes as well as approaches to personal forms in clay. (Lab fee)

Credits: 3 Prerequisites: ART223

ART323 Ceramics IV

This course focuses on investigation of personal forms made on the potter's wheel, hand building, and use of new glazes. Both functional and sculptural forms will be explored. The course will examine the

history, formulation, application and firing of glazes. Students in the class will assist with the class firing process. Credits: 3

ART324 Jewelry III

Industry techniques with emphasis on jewelry skills tailored to working in the trade, sizing, advanced stone setting, construction casting. (Lab fee)

Credits: 3 Prerequisites: ART224 and 225

ART325 Jewelry IV

In Jewelry IV there will be a concentration on the students gaining the knowledge of setting stones with special characteristics, and stones of odd shapes, known in the trade as "Fancies". To accomplish these settings the students will have to demonstrate a high level of proficiency in Jewelry and Smiting skills.

Credits: 3 Prerequisites: ART324

ART326 Studio Photography

An exploration of the concepts and application of studio photography with an emphasis on portrait techniques. Students are challenged to conceptualize and produce various types of formal and informal portrait and commercial photographs, and to develop computer skills that allow them to adjust and manipulate images after they are captured. Students learn how to use sophisticated studio lighting to achieve various photographic outcomes. Credits: 3 Prerequisites: ART256

ART331 Modern and Contemporary Art

A study of the major fields of art in Western Europe and the United States during the Twentieth Century. (Lab fee) Credits: 3

ART332 Publication Design

Explores the use of graphic design in a variety of publishing situations. Students are required to apply their design skill and knowledge in the production of sophisticated printed pieces. Students are

expected to develop an advanced level of ability in computer assisted design. Students also begin production on their formal professional portfolio. (Lab fee) Credits: 3 Prerequisites: ART202

ART366 Interdisciplinary Honors Studies

The course allows students to focus on a narrow topic, examining it from two diverse academic disciplines. Topics will vary. Credits: 3 (The course is open to honors program participants)

ART390 Internship I

Requires a minimum of 120 clock hours in an approved work situation. The student must submit a log documenting the work dates and times and describing the work activities according to at least three pre-approved objectives. In addition, the student will submit three essays describing and evaluating each of the following: the role of the on-site supervisor, the quality of the work environment, and the usefulness of extended internships. The student will also prepare a resume. Requires permission of division chair. Credits: 3

ART391 Internship (1 credit)

Requires a minimum of 40 clock hours in an approved work situation. The student must submit a log documenting the work dates and times and describing the work activities according to at least three pre-approved objectives. In addition, the student will submit three essays describing and evaluating each of the following: the role of the on-site supervisor, the quality of the work environment, and the usefulness of extended internships. The student will also prepare a resume. Requires permission of division chair. Credits: 1 Approved Art Elective at the 300 level or above Credits: 3

ART400 Advanced Projects

Special one-semester classes and seminars with varying subject matter designed for majors at the junior and senior level. The topic will be announced in the schedule of classes. May be taken three times for credit with change of topic. Requires permission of instructor and the division chair. Credits: 3

ART418 Methods of Teaching

Art methods as applied by the teacher of art in the secondary school. Prerequisite: Fourth year standing in Art Education. Credits: 3

ART432 Real World Graphic Design Studio

Students apply their graphic design skills working with actual community clients. Students learn to work as professionals within the creative constraints of the real world to satisfy the needs of their clients.

Emphasis is placed on developing successful client relationships, working within budgets and deadlines, and creative problem solving. (Lab fee) Credits: 3 Prerequisites: ART232

ART433 Professional Development

This is an upper-level Graphic Design course structured to accomplish one primary objective: to provide a focused opportunity for individual students to become professionally certified in a particular area of Graphic Design software expertise. Students select an area of software specialization to pursue such as Photoshop, Illustrator, InDesign, or Light room, among others. They are then individually mentored to develop the requisite skills and knowledge to pass the industry certification exam in that area of study. Successfully passing the exam denotes a student as accomplished in that area of expertise and allows him or her to note that credential as part of their professional vita. Official certification builds knowledge, confidence, and self-esteem, and helps young designers stand out among their peers, particularly as it relates to hiring and promotion. Credits: 3

ART451 Internship II

Requires a minimum of 120 clock hours in an approved work situation. In addition to submitting a log of work activities with dates and times, the student will develop a complete portfolio illustrating internship activities and outcomes, with brief explanatory texts. The student will also prepare a resume. Requires permission of division chair. Credits: 3

ART452 Internship III

Requires a minimum of 240 clock hours in an approved work situation. In addition to submitting a log of work activities with dates and times, the student will submit a substantial essay according to a pre-approved outline that will describe the relationship or integrations of theory (curriculum) and practice (internship). The discussion of theory and practice should cover knowledge, methodology and value development. Requires permission of division chair. Credits: 6

ART456 Advanced Imaging Techniques

This course is an upper-level art course that allows students the opportunity to explore digital imaging technology and its practical applications to professional photography and graphic design. At the same time students have the opportunity to expand the creative boundaries of their personal image making potential.

The class curriculum is designed to give students the understanding of a wide range of advanced technical and creative imaging skills. Among the topics addressed are: commercial level digital image production and manipulation; advanced conceptual image making; achieving quality image resolution, sharpening, tonality and color; and developing a professional-level image portfolio. The class is structured to give students one-on-one instructor assistance to help push their individual talents and aspirations, both technically and creatively. Credits: 3

ART470 Senior Practicum

This capstone course includes production of independent work which will be exhibited during the Senior Show; participation in planning and mounting the Senior Show; a self-assessment report; and presentation of a Senior portfolio. Should be taken last semester of senior year. Credits: 3

ASL101 Career Seminar in ASL Studies

This course is designed to introduce non-Deaf students to various professions with and in service to Deaf people. A survey of ASL/English interpreting profession will be conducted, as well as touching on various fields in the behavioral sciences, education, law etc. Additionally, community services for the Deaf will be covered in depth. Credits: 3

ASL105 American Sign Language I

Introduces students to basic expressive and receptive skills in ASL, including conversation strategies, spatial referencing and facial expressions. Awareness of deaf culture also is included. Attendance in lab is required. Students must earn a 'C' or better for the course to meet the requirements as a prerequisite for subsequent language courses. Credits: 3

ASL120 Deaf Culture

Compares, contrasts and analyzes deaf culture and American culture from a variety of perspectives. Examines cultural interactions between deaf and hearing people and provides opportunity for exploring potential cultural conflicts between deaf and hearing people. Credits: 3

ASL145 American Sign Language II

Continues to develop basic expressive and receptive skills including classifiers, temporal sequencing, spatial agreement and object identification through description. Study of deaf culture is continued. Attendance in lab is required. Students must earn a 'C' or better for the course to meet the requirements as a prerequisite for subsequent language courses.

Credits: 3 Prerequisites: ASL105

ASL205 American Sign Language III

Focuses on expressive and receptive communication skills and culture. Functional language ability in survival and social situations is further developed. Attendance in Lab is required. Students must earn a 'C' or better for the course to meet the requirements as a prerequisite for subsequent language courses.

Credits: 3 Prerequisites: ASL145

ASL216 Linguistics Non-Manual Markers in ASL

This course is designed to develop proficiency in the understanding and use of non-manual markers in ASL. Many grammatical structures of ASL are produced as facial expressions, body shifts, and morphemes produced with specific mouth and eye movements. For non-Deaf people, this is perhaps some of the more difficult aspects of ASL to learn and the most important for comprehension and production. Students will learn how to accurately inflect specific meaning in ASL using non-manual markers. The course will also touch on fingerspelling accuracy.

Prerequisite: ASL 105 American Sign Language I Credits: 3

ASL220 Ethics and Decision Making

This course surveys the field of ethics and how we use ethics and values to make decisions in the face of conflicting values. Ethical standards and dilemmas in various professions, including ASL English interpreting, will be explored through discussion, case studies, and role playing. This course includes topics related to working cross-culturally, power relations within and among groups, and ethical standards and statements from a variety of professions and communities. Credits: 3

ASL240 Fingerspelling and Numbers

This course is designed to help students develop comprehension and production fingerspelling skills (including numerical signs and lexicalized signs) used in American Sign Language. Within a range of contexts and using a variety of topics through extensive fingerspelling drills that emphasize clear form and transitions. Students will use finger spelled and abbreviated words as well as lexicalized signs in ASL within a range of contexts. The faculty will guide the student through dialogues and short stories that emphasize clear form and transitions. Credits: 3 Prerequisites: ASL105 and ASL 145

ASL245 American Sign Language IV

Expressive and receptive communication skills and culture. Functional language ability in survival and social situations is further developed. Attendance in lab is required. Students must earn a 'C' or better for the course to meet the requirements as a prerequisite for subsequent language courses.

Credits: 3 Prerequisites: ASL205

ASL305 American Sign Language V

Continuation of ASL: Expanded study of ASL with emphasis on conversation skills and storytelling; introduced to study of storytelling features; continued expansion of knowledge of Deaf culture and Deaf community. Vocabulary is expanded through introduction of various content areas dealing with current events, world affairs, literature, the arts and abstract ideas. Students learn how to participate in-group discussions, speculate, make analogies, and give instructions and express feelings and intentions. Students must earn a 'C' or better for the course to meet the requirements as a prerequisite for subsequent language courses. Credits: 3 Prerequisites: ITP355

ASL316 Linguistics of Non-Manual Markers in ASL

This course is designed to develop proficiency in the understanding and use of non-manual markers in ASL. Many grammatical structures of ASL are produced as facial expressions, body shifts, and morphemes produced with specific mouth and eye movements. For non-Deaf people, this is perhaps some of the more difficult aspects of ASL to learn and the most important for comprehension and production. Students will learn how to accurately inflect specific meaning in ASL using non-manual markers. The course will also touch on fingerspelling accuracy. Credits: 3 Prerequisites: ASL 205

ASL330 ASL Literature

This course examines, compares and analyzes the genres of literature in American Sign Language including poetry, narrative, theatre, drama and written works. The course covers the work of recognized authors in both written and face-to-face traditions. Autobiographical sketches, lectures,

Stories and letters from historical figures such as Clerc, Veditz, E.M. Gallaudet, E.A. Fay, and others will be covered. Credits: 3 Prerequisites: ASL 120 Deaf Culture; ASL 425 Linguistics of American Sign Language and ASL 305, American Sign Language V

ASL345 American Sign Language VI

Upper level ASL course with a focus on diglossia, variation in sign language use, and viewing the Deaf community as part of a linguistic and cultural minority. Topics that will be covered include perspectives on Deafhood and Deaf/deaf communities, attitudes toward Deaf people and signed languages, technology and communication, history of the Deaf community, contributions of Deaf people to society, communication issues and the politics of language use, choices, and power. Students will expand on vocabulary through working on areas of advanced subject matters, application of non-manual markers, use of classifiers, and proper pronominalization. Credits: 3 Prerequisites: ASL 305

ASL425 Linguistics of American Sign Language

Students take an analytical approach to language and the field of linguistics as it applies to American Sign Language. ASL phonology, morphology, syntax, semantics, bilingualism, and language use and usage will be examined and discussed. Language samples will be viewed and analyzed for evidence of different language structures and forms. Students will also read and critique research articles pertaining to ASL and other signed languages. Credits: 3 Prerequisites: ASL245

ASL430 ASL Literature

This course analyzes and compares the various genres of American Sign Language literature. ASL poetry, narrative, humor, as well as written work by deaf individuals and other language devices will be examined and discussed. Students will create and evaluate original work illustrating the similarities and uniqueness of ASL. Students will become familiar with well-known contributors: Clayton Valli, Patrick Graybill, Ella Mae Lentz, etc. Research articles pertaining to ASL or Deaf Literature will be critiqued and discussed as well. Credits: 3 Prerequisites: ASL245 and ASL425

ATR100 Personal Health

This course will provide basic knowledge of current personal health concepts and their application. Students will have the opportunity to discover theoretical and practical perspectives that will affect the quality of life. The students will study potential health problems as well as the steps taken by individual and groups to reduce risk of health problems for individuals, families, and communities. Credits: 3

ATR200 Introductory Projects

Special one-semester classes and seminars with varying subject matter. The topic of the course will be announced in the schedule of classes. May be taken three times for credit with change of topic.

Credits: 3

ATR230 Prevention and Care of Injuries

Emphasizes the prevention and care of injuries and the use of training room equipment. (Special fee)

Credits: 3 Prerequisites: PED 205 or BIO 313

ATR231 Prevention and Care Lab

Lab class taken in conjunction with ATR 230 – Prevention & Care of Athletic Injuries. Hands-on learning in basic athletic training techniques. Credits: 1 Prerequisites: PED 205 and BIO 313

ATR300 Independent Study

Individually directed study on a topic not covered by regular course offerings. Requires permission of the instructor and the division chairperson. Credits: 3

ATR310 Clinical I

The Clinical I course is the beginning of the athletic training student's formal clinical experience. (The student is required to complete a minimum of 200 clinical hours under the supervision of a clinical instructor in the traditional athletic training setting.) The emphasis of the course is placed on the development of injury prevention, injury assessment, injury management skills and demonstration of

assigned clinical proficiencies.
and ATR 340/341

Credits: 2

Prerequisites: PED104, ATR230, ATR 330/331

ATR323 Clinical II

The Clinical II course is a continuation of the athletic training student's clinical education. The student will be assigned a clinical instructor in the traditional athletic training setting, and is required to complete a minimum of 200 clinical hours. The emphasis for the course will be placed on the continued development of injury management, prevention and rehabilitation skills, communication skills, documentation and administrative skills, and demonstration of assigned clinical proficiencies.

Credits: 2 Prerequisites: ATR310

ATR325 Therapeutic Modalities

The purpose of this course is to introduce and develop problem solving skills in the use of therapeutic modalities which will include physical agents, manual and mechanical skills. Course content will include both formal lecture and laboratory activities. Credits: 4 Prerequisites: ATR230

(Required concurrent enrollment in ATR326)

ATR326 Therapeutic Modalities Lab

This course must be taken concurrently with ATR325 Therapeutic Modalities. The concepts taught in the course will be demonstrated and practiced. Students will be required to wear appropriate laboratory attire. Students will be evaluated on their knowledge and their ability to apply clinical techniques. Credits: 0 (Required concurrent enrollment in ATR325)

ATR330 Orthopedic Assessment of the Upper Extremity

The purpose of this course is to develop a sound knowledge of painful musculoskeletal and neuromuscular conditions. Emphasis will include evaluation techniques for head, cervical spine, and upper extremity. The course will include lecture and laboratory experience. Credits: 4

Prerequisites: ATR340 (Must be taken concurrently ATR 331)

ATR331 Orthopedic Assessment of the Upper Extremity Lab

This course must be taken concurrently with ATR 330 Orthopedic Assessment of the Upper Extremity. The concepts taught in the course will be demonstrated and practiced. Students will be required to wear appropriate laboratory attire. Students will be evaluated on their knowledge and their ability to apply clinical techniques. Credits: 0 Prerequisites: ATR230

ATR340 Orthopedic Assessment of the Lower Extremity

The purpose of this course is to develop sound knowledge of painful musculoskeletal and neuromuscular conditions. Emphasis will include evaluation techniques for the lumbar spine, the lower extremity, posture and gait. The course will include both lecture and laboratory experience. Credits: 4 Prerequisites: PED230 (Must be taken with ATR341)

ATR341 Orthopedic Assessment of the Lower Extremity Lab

The concepts taught in the course will be demonstrated and practiced. Students will be required to wear appropriate laboratory attire. Students will be evaluated on their knowledge and their ability to apply clinical techniques. Credits: 0 Prerequisites: ATR230 (Must be taken concurrently with ATR 340)

ATR350 Therapeutic Exercise/Rehabilitation

This course is designed to provide the scientific and practical evidence to the application and techniques of therapeutic rehabilitation. The student will have the opportunity to use patient data including history subjective, and objective information to create a plan regarding injuries from head to toe. Students will learn how to follow a physician's protocol and how to advance through the different stages of healing. As a student in this class, participation will be required in completing and demonstrating different rehabilitation techniques and skills. Credits: 4 Prerequisites: PED321, ATR330, ATR340
(To be taken with ART 351)

ATR351 Therapeutic Exercise and Rehabilitation Lab

This course must be taken concurrently with ATR 350 Therapeutic Exercise & Rehabilitation. The concepts taught in the course will be demonstrated and practiced. Students will be required to wear appropriate laboratory attire. Students will be evaluated on their knowledge and their ability to apply clinical techniques. Credits: 0 Prerequisites: PED321, ATR330, ATR340

ATR400 Advanced Projects

Special one-semester classes and seminars with varying subject matter designed for majors at the junior and senior level. The topic will be announced in the schedule of classes. May be taken three times for credit with change of topic. Requires permission of instructor and the division chair. Credits: 3

ATR402 Manual Therapies

This course is designed to implement hands-on treatments based on examination findings. Manual therapies are designed to work with the neuromyofascial system to decrease pain while restoring function. This course will cover historical perspective on myofascial techniques and joint mobilizations. The course will also allow for the certification in Graston Technique and Functional Movement Taping through Rock Tape.

Credits: 4 Prerequisites: ATR350/351

ATR403 Manual Therapies Lab

This course must be taken concurrently with ATR 402 Manual Therapy. The concepts taught in the course will be demonstrated and practiced. Students will be required to wear appropriate laboratory attire. Students will be evaluated on their knowledge and their ability to apply clinical techniques.

Credits: 0

ATR420 Clinical III

The Clinical enables the student exposure to complete a minimum of 200 hours in the traditional or non-traditional athletic training setting, under the direction of a clinical instructor. The student will acquire knowledge and skills used in the practice of the athletic training profession. Emphasis will be placed on refining skills in athletic injury prevention, injury management, injury rehabilitation and demonstration of assigned clinical proficiencies. Credits: 2 Prerequisites: ATR323

ATR423 Clinical IV

The Clinical is the culmination of the student athletic trainer's clinical athletic training experience. The student is expected to complete a minimum of 200 clinical hours and demonstrate assigned clinical proficiencies. The student will be assigned to a clinical instructor in either the traditional or clinical athletic training setting. The emphasis of the course is increasing knowledge and refining skills preparing the student for the NATABOC examination. Credits: 2 Prerequisites: ATR420

ATR433 Administration in Athletic Training

The purpose of this course is to introduce and develop skills in organization, budgeting, and administrative procedures in athletic training and sports medicine settings. Credits: 2
Prerequisites: ATR330/331

ATR443 General Medical Conditions and Pharmacology

This course is designed so that the upper level athletic training student has exposure to the examination of the human body and associated non-orthopedic techniques used in the assessment of athletic injuries. Topics include recognition of general medical conditions and an overview of basic pharmacological principles and medications commonly used to treat illness. Credits: 3

Prerequisites: ATR330/331

ATR450 Senior Seminar

This portion of the Capstone Experience will focus on preparation for the Senior Assessment and Senior Presentation, self-reflection on career choices and preparation for graduate program and/or career through: resume writing and critique, analysis of the job market and consideration of the perceived match between career plans and academic and personal strengths. In addition, students will begin to prepare for the Board of Certification exam to be taken before or after graduation. Credits: 1

BIO105 Introduction to Biological Principles

Survey for non-majors introduces some of the most significant concepts in the study of the biological sciences, including human/environmental interactions, impact of new DNA biotechnology on society, health issues, and some plant and animal systems. Credits: 4 Prerequisites: MAT099 and ENG099
(Concurrent enrollment in BIO106 required.)

BIO106 Introduction to Biological Principles Laboratory

A hands-on approach to the methods and materials of biology. Emphasis is placed on experimental and scientific approaches to solving problems. Credits: 0

(Concurrent enrollment in BIO 105 required) (Required Lab fee)

BIO107 Intro to Biology Princ Lab - transf

A hands-on approach to the methods and materials of biology. Emphasis is placed on experimental and scientific approaches to solving problems. Laboratory exercises will reinforce and augment the biology lecture course that students earned credit for at a previous institution. Available only to students with posted transfer credit for BIO105 at time of enrollment. (Required Lab fee) Credits: 1

BIO114 General Biology I

This course will introduce the broad underpinnings of biological science with a focus on the subcellular level. Students will be expected to describe fundamental molecular topics – such as water, DNA, and shape – and begin integrating them in the context of overarching principles such as scientific method, biological systems, and evolution. This course is geared toward science majors and pre-health professions students. Credits: 4 Prerequisites: Science ACT equal to or greater than 18 or BIO 105/106 with C or higher grade. (Concurrent enrollment in BIO115 required.)

BIO115 General Biology I, Laboratory

The purpose of this lab is to offer a hands-on investigative experience with some of the content addressed in BIO 114. Topics include measurement and microscopy, structure and function of the cell, the fundamental chemistry of life, photosynthesis, cellular respiration, Mendelian genetics, and an introduction to molecular biology. Experimental design, use of scientific equipment, and critical thinking are emphasized, culminating in the execution and analysis of a student-designed experiment during the second half of the course. Credits: 0 (Concurrent enrollment in BIO 114 required.) (Required Lab fee)

BIO116 Gen Bio I Lab for Transfer students

Students conduct laboratory exercises selected to reinforce and augment the biology lecture course that students earned credit for at a previous institution. Experiments illustrate basic life principles and structures. Available only to students with posted transfer credit for BIO114 at time of enrollment.

(Lab fee) Credits: 1

BIO124 General Biology II

A continuation of the introductory sequence in biology, emphasizing the diversity of life as illustrated by organisms in the five major divisions of life forms. Anatomical, morphological, and life cycle characteristics of the various phyla and classes are introduced, and evolutionary and functional relationships stressed. Credits: 4 Prerequisites: BIO114/115 (Concurrent enrollment in BIO 125 required.)

BIO125 General Biology II, Laboratory

This laboratory primarily surveys the organisms of the major divisions of life forms, and visually demonstrates the changes in complexity of their form and structure as evolutionary processes have shaped organisms through geological time. Credits: 0

(Concurrent enrollment in BIO 124 required) (Required Lab fee)

BIO200 Introductory Projects

Special one-semester classes with varying subject matter. The topic of the course will be announced in the schedule of classes. May be taken three times for credit with change of topic. Credits: 3

BIO209 Introduction to Environmental Science -N

This course is an introduction to the concepts and principles of environmental science. By its nature, environmental science is an interdisciplinary field which draws on elements of the natural sciences, including biology, ecology, chemistry, geography and the earth sciences. Its central theme is the interrelatedness of basic environmental processes in association with conserving important aspects of the environment such as clean air, clean water, pristine habitats and native species. Human population growth, ethics, the law and policy making will be considered in addressing environmental issues.

Credits: 3 Prerequisites: MAT099 and ENG099

BIO215 Introductory Project Lab

Individually directed study on a topic not covered by regular course offerings. Requires permission of the instructor and division chair. Credits: 0

BIO224 Contemporary Topics in Biology

An "issues-based" course for non-majors introduces some of the most important recent developments in the biological sciences and their biological underpinnings. Topics will vary, but may include origins of infectious and inherited disease, human/environmental interactions, and impact of new DNA biotechnology on society. Credits: 3 Prerequisites: MAT099 & ENG099

BIO231 Genetics

This course will emphasize current developments and techniques in the study of inheritance including extensions and applications of transmission, population, and molecular genetics. Laboratory experiences will include Mendelian crosses of model organisms, computer simulations via software and Internet of traditional and population genetics, and an introduction to cell-molecular genetics techniques including micro pipetting, sterile bacterial culture, and visualization and mapping of DNA via gel electrophoresis. Thought processes and problem solving will be emphasized.

Credits: 4 Prerequisites: BIO124/125

BIO232 Genetics Lab

Laboratory experiences will include Mendelian crosses of model organisms, computer simulations via software and Internet of traditional and population genetics, and an introduction to molecular genetics techniques including micro pipetting, sterile bacterial culture, and visualization and mapping of DNA via gel electrophoresis. Credits: 0 (Required Lab fee)

BIO300 Independent Study

Individually directed study on a topic not covered by regular course offerings. Requires permission of the instructor and the division chairperson. (Lab fee) Credits: 3

BIO303 Microbiology

This course serves as an introduction to the structure, physiology, pathogenicity, and ecology of microorganisms, particularly the bacteria and viruses. Credits: 4 Prerequisites: BIO124/125 and CHM124/125 (Concurrent enrollment in BIO 304 required.)

BIO304 Microbiology Lab

Laboratory work involves effective use of the microscope, staining procedures, handling of pure cultures, analysis of bacterial physiology, and identification of unknown bacteria. (Lab fee)

(Concurrent enrollment in BIO 303 required) Credits: 0

BIO310 Vertebrate Zoology

Vertebrate Zoology is an introduction to the various vertebrate classes: the jawless vertebrates, primitive and bony fishes, amphibians, reptiles, birds, and mammals. Evolution of the classes as well as structural and functional differences among them will be emphasized. Both worldwide and local members of representative orders will be discussed in terms of habitat and specializations.

(Concurrent enrollment in BIO322 required) Credits: 4 Prerequisites: BIO124/125

BIO313 Human Anatomy and Physiology I

Students in this course will explore human anatomy and physiology through the lens of modern scientific literature. Cellular physiology and the structure and function of the nervous, endocrine, musculoskeletal, cardiovascular, and special sensory systems will be addressed. Emphasis will be placed on learning the normal functions of these by accurately assessing pathologies in real clinical case scenarios. Students will synthesize their understanding of the integration of these systems through a composition in the style of a modern scientific review with concomitant seminar.

(Concurrent enrollment in BIO 314 required) Credits: 4

Prerequisites: BIO124/125, CHM124/125 and MAT 118

BIO314 Human Anatomy and Physiology Laboratory I

This course is the laboratory extension of BIO 313. Students will gain practical experience in tissue sample preparation for histological examination. The organ systems examined in BIO 313 will be observed via the dissection of preserved specimen. Students will also gain practice in modern clinical assessments of human organ systems by examining cases of their dysfunction/pathology. (Lab fee)

(Concurrent enrollment in BIO 313 required) Credits: 0

BIO317 Comparative Vertebrate Anatomy and Physiology

This course is a study on the diversity and connectivity of the subphylum Vertebrata. Students will examine the form and function of anatomical structures from various species and integrate this knowledge with natural history to deduce the evolutionary relationships among the vertebrates. Cellular and physiological parameters among vertebrates and some non-vertebrates will be compared. Additionally, discrete knowledge and practice of anatomical/physiological terminology and structural identification will be gained.

(Concurrent enrollment in BIO 318 required) Credits: 4 Prerequisites: BIO 124/125

BIO318 Comparative Vertebrate Anatomy and Physiology Lab

This course will use a hands-on approach in which students are encouraged to become active participants in their own mastery of vertebrate design (topics addressed in BIO 317). The study of classification and a survey of early chordates will provide background. Utilizing slides, models, their own bodies and through the dissection of representative animals, students will investigate vertebrate structure and function, focusing on one organ system at a time. Physiological aspects will be explored through a variety of experiments that highlight the similarities and differences among vertebrates. (Lab fee) Credits: 0 (Concurrent enrollment in BIO 317 required)

BIO322 Vertebrate Zoology Lab (Lab fee)

(Concurrent enrollment in BIO 310 required) Credits: 0

BIO323 Human Anatomy/Physiology II

This course is a continued study of human biology from BIO 313. Students will investigate the structure and function of the endocrine, circulatory, immune, respiratory, digestive, urinary, and reproductive systems. The normal functions and integration of these systems will be explored in the context of their dysfunction through pathological case studies. This course takes a notably more cellular approach than BIO 313, and students will gain practice in assessing chemical physiological indicators, and researching the associated primary clinical literature. Credits: 4 Prerequisites: BIO 313/314

(Concurrent enrollment in BIO 324 required)

BIO324 Human Anatomy/Physiology II Lab

This course is the laboratory extension of BIO 323. Students will gain practical experience in tissue sample preparation for histological examination. The organ system examined in BIO 323 will be observed via the dissection of preserved specimens; Students will also gain practice in modern clinical assessments of relevant physiological indicators, and draw functional physiology conclusions based upon the analysis of pathology case studies. When possible, these systems will be studied via observation and dissection of cadaver specimens, therefore students should prepare for this possibility. (Lab fee) Credits: 0 Prerequisites: BIO114/115, BIO 124/125, BIO 313/314, CHM114/115, and MAT 111 (Concurrent enrollment in BIO 323 require)

BIO330 Ecology

This course examines the interaction of living organisms with each other and their environment. It presents a balanced introduction to ecology-plant, animal, theoretical and applied, physiological and behavioral and population and ecosystem. It combines the fields of natural history, forestry, agriculture, wildlife ecology and taxonomy. Credits: 4 Prerequisites: BIO124/125

(Concurrent enrollment in BIO331 required)

BIO331 Ecology Lab

A field component will reinforce ecological concepts, enable discovery through the application of standard field techniques and employ the scientific method in the development of student reports on selected problems. (Lab fee) Credits: 0

(Concurrent enrollment in BIO330 required)

BIO366 Interdisciplinary Honors Studies

The course allows students to focus on a narrow topic, examining it from two diverse academic disciplines. Topics will vary. Credits: 3 (The course is open to honors program participants)

BIO390 Internship 1

Course requires a minimum of 120 clock hours in an approved work situation. The student must submit a log documenting the work dates and times and describing the work activities according to at least three pre-approved objectives. In addition, the student will submit three essays describing and

evaluating each of the following: the role of the on-site supervisor, the quality of the work environment, and the usefulness of extended internship activities. The student will also prepare a resume.

Credits: 3 Prerequisites: Requires permission of the instructor and the division chair

BIO400 Advanced Projects

Special one-semester classes and seminars with varying subject matter designed for majors at the junior and senior level. The topic will be announced in the schedule of classes; topics will vary and may include such courses as Animal Behavior, Bioinformatics/Genomics, Immunology, Ornithology, or others. May be taken three times for biology major credit with change of topic.

Credits: 4 Prerequisites: Permission

BIO401 Evolution

Scientists widely regard evolution as the single unifying conceptual theme in an extremely diverse and multi-leveled discipline. Likewise, scientific methodologies underlie new discoveries within all areas of the biological and other sciences. This course will attempt to encapsulate both the thematic and procedural highlights of undergraduate course work in biology while integrating current developments and issues in evolution and scientific research. Credits: 3 Prerequisites: BIO231/231

BIO405 Cell and Molecular Biology

A study of the ultrastructure of the cell with an emphasis upon eukaryotes. Movement of materials into and within the cell, organelle structure and function, biochemical structure and function of DNA and proteins, and genetic reorganization will be discussed. Emphasis will be placed upon investigative procedures and problem solving. Credits: 4 Prerequisites: BIO114/115, BIO124/125, BIO231/232, CHM114/115, CHM124/125 (Concurrent enrollment in BIO406 required)

BIO406 Cell and Molecular Biology Lab

Lab experiences include restriction digestion and ligation of plasmids, spectrophotometric analysis of DNA, preparation of competent cells, transformation, DNA amplification and fingerprinting, protein analysis, and tissue culture. (Lab fee) Credits: 0 (Concurrent enrollment in BIO405 required)

BIO413 Immunology

This class will be an immersive exploration of the fundamental molecular and cellular interactions of the vertebrate immune system. Students will establish knowledge in innate immunity, adaptive immunity, how these two branches are truly integrated, and the influences that this system has over the rest of the body. Close examination of real cases of immune dysfunction will be utilized for students to deduce the importance of specific components of the immune system. Furthermore, students will integrate their newly acquired knowledge on the topic to accurately explain to the layperson causes/mechanisms involved in various forms of immunodeficiency, autoimmunity, hypersensitivity, cancer immunology, immunotherapy, and immunization. Credits: 3 Prerequisites: BIO 231/232 and CHM 124/125

BIO414 Molecular Biotechnology

Biotechnology is the use of living systems and organisms to develop or make useful products. This course provides an introduction of biotechnology theories and techniques essential to laboratory research in agricultural, environmental or medical biotechnology such as laboratory safety and records keeping, genome informatics, DNA analysis, RNA analysis, protein analysis and analysis of biological systems. The course provides fundamental knowledge in mathematics, chemistry, biology, and microbiology. Topics include: The fundamental chemical processes common in prokaryotic and eukaryotic biology; chemistry of biomolecules; cellular and molecular biology; gene expression and genetic engineering (tissue culture methods, microbiology techniques such as the purification and analysis, of nucleic acids and proteins, DNA manipulation and cloning procedures, protein identification methods); scientific information retrieval; and technical writing. The course will include the use of biotechnology in a variety of science fields including medicine and agriculture; however, an emphasis will be the biotechnology used in bioremediation, biomass utilization, and the production of bioenergy.

Credits: 4 Prerequisites: BIO 231/232 and CHM 314/315

BIO415 Molecular Biotechnology Lab

Biotechnology is the use of living systems and organisms to develop or make useful products. This course provides an introduction of biotechnology theories and techniques essential to laboratory research in agricultural, environmental or medical biotechnology such as laboratory safety and records keeping, genome informatics, DNA analysis, RNA analysis, protein analysis and analysis of biological systems. The course provides fundamental knowledge in mathematics, chemistry, biology, and microbiology. Topics include: The fundamental chemical processes common in prokaryotic and eukaryotic biology; chemistry of biomolecules; cellular and molecular biology; gene expression and genetic engineering (tissue culture methods, microbiology techniques such as the purification and analysis, of nucleic acids and proteins, DNA manipulation and cloning procedures, protein identification

methods); scientific information retrieval; and technical writing. The course will include the use of biotechnology in a variety of science fields including medicine and agriculture; however, an emphasis will be the biotechnology used in bioremediation, biomass utilization, and the production of bioenergy.

Credits: 0 Prerequisites: Bio 231/232 and CHM 314/315

BIO418 Methods of Teaching

A theoretical and practical study of the teaching of science at the secondary level. Credits: 3

BIO421 Biology Laboratory Assistant

Students will work with biology faculty members to prepare for teaching labs and assist students during those lab periods. Junior or Senior Biology majors may elect this class upon invitation from the Biology faculty. These invitations are normally given after the spring Biology Assessment. Credits: 1

BIO430 Tropical Ecology

This course examines the ecology of the tropics at multiple scales. It covers a wide range of important topics including large scale processes that contribute to shaping the abiotic profile of the tropics, plant physiognomy throughout the tropics, patterns driving species diversity, and species interactions.

Credits: 4

BIO431 Tropical Ecology Lab

The lab is over Spring Break and is held in a tropical country. Each student will become an expert in a selected taxonomic group and will have the chance to study, in depth, the richness, distribution, behavior (where applicable), and natural history of their group. The class will generally be at a bare minimum field station and entail long hard hours in hot and rainy conditions. Credits: 0

BIO450 Senior Practicum

This portion of the Capstone experience will focus on preparation for the Senior Assessment and Senior Presentation, self-reflection on career choices and preparation for graduate program and/or career through: resume writing and critique, analysis of the job market and consideration of the perceived match between career plans and academic and personal strengths. Credits: 1 Prerequisites: BIO major and Senior standing

BIO451 Biology Internship II

Course requires a minimum of 120 clock hours in an approved work situation.* In addition submitting a log of work activities with dates and times, the student will develop a complete portfolio documenting internship activities and outcomes, with brief explanatory texts. The student will also prepare a resume. Requires permission of the instructor and the division chair. Credits: 3 Prerequisites: Permission

BIO452 Biology Internship III

This course requires a minimum of 240 clock hours in an approved work situation.* In addition to submitting a log of work activities with dates and times, the student will submit a substantial essay according to a pre-approved outline that will describe the relationship or integration of theory (curriculum) and practice (internship). The discussion of theory and practice should cover knowledge, methodology and value development. The student will also prepare a resume. Credits: 6

Prerequisites: Permission (Requires permission of the instructor and the division chair.)

BMT301 Leadership

This course is an advanced level study that challenges students to investigate and analyze the attributes of an effective leader. Out-of-the-box thinking is encouraged to bring theory into reality. Topics include but are not limited to motivating others, management communication, corporate training, team building and improving leadership qualities within each person. Credits: 3

BMT321 Managerial Communications

This course will require students to apply concepts from a managerial communications focus. Various managerial communication topics will be investigated including critiquing, analyzing, creating, designing, and connecting managerial communications. The student will demonstrate abilities essential in effectively communicating in an open, honest, and clear communication both inside and outside the company. The knowledge acquired during this class will be used to combine concepts to create and design a communication plan for a fortune 500 company as a final project. Credits: 3

BMT325 Customer Service

This course will cause the future entrepreneur and manager to consider business transactions from the viewpoint of the customer. The will explore the role that customer service plays on the future of any

business and what an effective leader can do to develop customer service policies and procedures that benefit all parties involved. Credits: 3

BMT329 Managerial Ethics

This is a course designed to provide students with the reasoning skills for ethical decision making in business. Students will study the framework for the concepts, processes, and best practices associated with successful business ethics. The emphasis is on critical, informed, and systematic thinking about situations where good arguments can be made on both sides of a question. Students will study two major Western codes of ethical conduct from the field of normative ethics (teleology and deontology) and analyze and apply these to business situations and case studies. This course addresses the complex environment of ethical decision-making in any type of organization where the burden of ethical behavior relates to the organization's values and traditions, not just to the individuals who make the decisions and carry them out. Credits: 3

BMT339 Career Assessment and Planning

This course is designed to help facilitate the students in developing their portfolio of life learning experiences. If you have extensive knowledge in a subject that is taught at the college level this process can be followed to petition for credit against your needed electives. The portfolio, when completed, will be submitted to William Woods University Graduate and Adult Studies, by your instructor, to be evaluated for additional credit. Credits: 3

BMT350 Managerial Accounting

This course reinforces the students' knowledge of accounting principles and provides an opportunity for students to analyze financial information and practice using that financial data to make sound business decisions. Because of the complexities of today's business world, it is important that managers and users of financial data go beyond understanding of basic financial reporting principles and concepts and be able to analyze the impact certain decisions will have on the financial statements of their organizations and to assess what the results of those decisions will be. Credits: 3

Prerequisites: ACC240

BMT357 Non-Profit Management

The non-profit environment requires that managers be able to perform as chief executive, marketer, fundraiser and grant writer if necessary. This course will explore the unique challenges that managers of non-profit organizations encounter. The differences between for profit and non-profit entities will be examined closely including a focus on revenues vs. resources and expenses vs. expenditures.

Credits: 3

BMT421 Systems Management

This course investigates the various information and communications' technologies. Students will research and practice using modern productivity applications. Upon completion of this course, students will be able to analyze how information systems are used to solve non-routine problems and make better business decisions by applying these concepts to business cases. Credits: 3

BMT423 Managerial Risk Management

This course examines how to assess personal and business risk through various methods. This assessment process integrates an understanding of the fundamental concepts of social, private and public insurance programs. Upon completion of this course, the students will be better able to distinguish between the many options available to protect the business owner, employee, and commercial firms. Credits: 3

BMT431 Advertising & Sales Promotion

Advertising in its relationship to the consumer and to the merchandising procedure. Emphasis is placed on the study of uses and limitations of advertising, purposes, techniques, organization, and media selection. It also examines advertising function and complimentary sales promotion activities.

Credits: 3

BMT440 Financial Management

In this course, the most current financial terms, concepts, techniques and approaches in the principles and practice of financial management are developed in the context of management decision-making internal to the business organization. Students will investigate and analyze a self-selected publicly traded company, then during the course, determine the financial viability of this company based upon the weekly course content. The financial environment, financial analysis and planning, time value of money, cash flows and capital budgeting are integral concepts that shape the critical financial management decisions. Credits: 3

BMT445 Compensation and Benefits

Students will learn to evaluate policies, benefit plans, and individuals in work interactions. Students will also learn how to implement payroll systems and apply federal, state, and local laws dealing with compensation and benefits. Credits: 3

BMT450 Marketing Analysis and Research

This course is the process of investigating, assessing and drawing conclusions to construct viable pricing, promotion, and distribution strategies for goods and services. Students will demonstrate their abilities to react to change and use concepts to solve non-routine problems. This process will integrate the fundamental concepts in creative managerial decision-making in order to create exchanges that satisfy perceived individual and organizational objectives. Credits: 3

BMT462 Consumer Behavior Credits: 3

BMT468 Managerial Statistics

This course is designed to equip students with the knowledge necessary to make sound decisions with statistical information. To prepare future decision makers to formulate solutions to challenging business issues, students will survey the nature of data, the techniques, and practices available for gathering and summarizing data, and explores the limitations of each of these data types and methods. In addition, students will compare the statistical inferences of correlation, confidence intervals, and hypothesis testing while being exposed to the potential misuse of these inferences. While working with case studies, students will evaluate and critique the practices and results of completed studies emphasizing the problem areas. While working with assigned mini-projects and the final presentation, students will be asked to design artifacts applying these discussed concepts.

Credits: 3 Prerequisites: MAT099 or equivalent

BMT475 Human Resources Administration

This course focuses on Human Resource Management as it is used in the business environment. The covered subject areas include recruitment, selection, promotion, compensation, benefits, training, employee relations and performance appraisals. Various tools will be discussed that are available to the Human Resources professional such as job analysis, and job design. Students will analyze real-life, legal issues, that pertain to the functions of a Human Resources department, and demonstrate their comprehension by applying the principles they have learned to solve these non-routine issues.

Credits: 3

BMT480 Legal Environments of Business

The goal of this course is to familiarize students with the many ways that the law impacts business decisions. To that end, this course offers an interdisciplinary approach to legal issues in the business environment using elements of law, economics, ethics, social responsibility, and management. By the end of this course, students should understand and apply basic legal concepts and the fundamentals of legal reasoning to business situation. They will be able to analyze ethical issues and avoid legal conflicts in order to conduct themselves in a responsible manner. Credits: 3

BMT485 Performance Management, Training & Development

Students will develop a training program in which they apply instructional design theory, adult learning theory, and cognitive theory to workplace training. They will also learn how to perform a needs assessment and use new training technologies. Credits: 3

BMT490 International Business

This course will analyze current economic and political environment as a function of the interaction of business, governments, and peoples that is referred to by many as globalization. Because businesses are impacted by what is happening with other governments and peoples, students in this course will evaluate the impact globalization has on a firm's strategic planning and marketing objectives. Students will critique managerial issues confronting executives and will critique specific operations (planning, organizing, staffing, leading, financing and controlling the worldwide operations of an international business). Credits: 3

BMT499 Managerial Policies and Strategies

This course provides students with the opportunity to utilize the skills and information they have learned in the prerequisite courses to complete the final strategic business assessment. This course encompasses skills learned from marketing, business communication, ethics, statistics, accounting, management, leadership, systems management, legal and managerial risk, human resources, economics, and financial decisions. The student will create a professional assessment of a company by investigating several factors, drawing conclusions from that data and explaining their opinions in terms of concepts learned throughout the program. Credits: 3 Prerequisites: ACC241, ECN251or252, BUS321, BUS335, And BUS351 &Senior Status

BUS206 Entrepreneurship

A straightforward, fundamental approach to managing a small firm. Students will organize, interpret data and show the proper procedures in planning, operating, directing, and evaluating a new small business. Credits: 3

BUS214 Business Ethics

This course is an introduction to moral issues in business. Students will be introduced to basic ethical theory and models for ethical decision-making. Students will look at case studies of both unethical and ethical performance by business. This course introduces students to a variety of business ethics problem areas which include: consumer rights, product safety, ethics in marketing and advertising, employment rights, affirmative action, corporate responsibility, regulation, "whistle-blowing," and environmental responsibility. In this course, students analyze, evaluate, articulate, and defend logical positions on business ethics issues. Credits: 3

BUS231 Risk Management and Insurance

This course is an introductory study of handling personal and business risk through various basic risk management strategies. Student will be expected to understand terms and definitions related to the fundamentals concepts of social, private and public insurance programs. The course will be divided into four parts: general overview of risk management and insurance; Life and Health Insurance; Homeowners and Auto Insurance; and Government Regulation. Credits: 3

BUS300 Independent Study

Individually directed study on a topic not covered by regular course offerings. Requires permission of the instructor and division chairperson. Credits: 3

BUS307 Retail Management

A study of the organization and management of retail stores with emphasis on store location, buying, receiving, store policy, and selling that formulates retail business models which will be implemented via “real-world” businesses and/or clients. Credits: 3

BUS309 Salesmanship

Selling is a vital part of marketing and our marketing economy. Students will assess and apply the concepts of selling (prospecting, demonstrating, questioning, handling objections, and closing) to create and construct an industrial sales’ presentation based on those selling methods which are successful and socially desirable. Credits: 3

BUS321 Principles of Marketing

An application of concepts from the field of marketing of consumer demand in relation to marketing procedures, functions, methods, policies, including issues of marketers from a marketing perspective.

Credits: 3

BUS324 Personal Finance

This course provides practical information covering five main topics: money management (budget, credit cards, income taxes, and mortgage payments), insurance, investments, retirement and estate planning. Students are expected to integrate various personal finance instruments and construct a personal finance plan based on their personal assessment. Credits: 3 Prerequisites: MAT 112 or MAT 118

BUS332 Business Communications

Formulate and develop the business/management communication process and its functions in a business environment. All types of business communications will be analyzed, practiced, and assessed.

Credits: 3

BUS335 Business Law

Fundamental principles of law in relation to business including court systems, torts, contracts, and sales.

Credits: 3

BUS351 Principles of Management

An investigation of management concepts with an emphasis on the four basic managerial functions of planning, organizing, leading, and controlling, including the application of decision making, group dynamics, communication, and the business environment. Credits: 3

BUS366 Interdisciplinary Honors Studies

The course allows students to focus on a narrow topic, examining it from two diverse academic disciplines. Topics will vary. Credits: 3

(The course is open to honors program participants)

BUS400 Advanced Projects

Special one-semester classes and seminars with varying subject matter designed for majors at the junior and senior level. The topic will be announced in the schedules of classes. May be taken three times for credit with change of topic. Requires permission of the instructor and the division chairperson.

Credits: 3

BUS401 Internship I

Internships provide students with the opportunity for hands-on application of the theories and applications they have learned in the classroom. For each credit hour obtained in the internship, the student is required to work 40 hours in an approved organization. A 2 credit hour internship = 80 hours, 3 credit hours = 120 hours, etc. Credits: 1

BUS402 Internship II

Internships provide students with the opportunity for hands-on application of the theories and applications they have learned in the classroom. For each credit hour obtained in the internship, the

student is required to work 40 hours in an approved organization. A 2 credit hour internship = 80 hours, 3 credit hours = 120 hours, etc. Credits: 2

BUS403 Internship III

Internships provide students with the opportunity for hands-on application of the theories and applications they have learned in the classroom. For each credit hour obtained in the internship, the student is required to work 40 hours in an approved organization. A 2 credit hour internship = 80 hours, 3 credit hours = 120 hours, etc. Credits: 3

BUS404 Internship IV

Internships provide students with the opportunity for hands-on application of the theories and applications they have learned in the classroom. For each credit hour obtained in the internship, the student is required to work 40 hours in an approved organization. A 2 credit hour internship = 80 hours, 3 credit hours = 120 hours, etc. Credits: 4

BUS405 Internship V

Internships provide students with the opportunity for hands-on application of the theories and applications they have learned in the classroom. For each credit hour obtained in the internship, the student is required to work 40 hours in an approved organization. A 2 credit hour internship = 80 hours, 3 credit hours = 120 hours, etc. Credits: 5

BUS406 Internship VI

Internships provide students with the opportunity for hands-on application of the theories and applications they have learned in the classroom. For each credit hour obtained in the internship, the student is required to work 40 hours in an approved organization. A 2 credit hour internship = 80 hours, 3 credit hours = 120 hours, etc. Credits: 6

BUS407 Internship VII

Internships provide students with the opportunity for hands-on application of the theories and applications they have learned in the classroom. For each credit hour obtained in the internship, the

student is required to work 40 hours in an approved organization. A 2 credit hour internship = 80 hours, 3 credit hours = 120 hours, etc. Credits: 7

BUS408 Internship VI

Internships provide students with the opportunity for hands-on application of the theories and applications they have learned in the classroom. For each credit hour obtained in the internship, the student is required to work 40 hours in an approved organization. A 2 credit hour internship = 80 hours, 3 credit hours = 120 hours, etc. Credits: 8

BUS409 Internship IX

Internships provide students with the opportunity for hands-on application of the theories and applications they have learned in the classroom. For each credit hour obtained in the internship, the student is required to work 40 hours in an approved organization. A 2 credit hour internship = 80 hours, 3 credit hours = 120 hours, etc. Credits: 9

BUS410 Internship X

Internships provide students with the opportunity for hands-on application of the theories and applications they have learned in the classroom. For each credit hour obtained in the internship, the student is required to work 40 hours in an approved organization. A 2 credit hour internship = 80 hours, 3 credit hours = 120 hours, etc. Credits: 10

BUS411 Internship XI

Internships provide students with the opportunity for hands-on application of the theories and applications they have learned in the classroom. For each credit hour obtained in the internship, the student is required to work 40 hours in an approved organization. A 2 credit hour internship = 80 hours, 3 credit hours = 120 hours, etc. Credits: 11

BUS412 Internship XII

Internships provide students with the opportunity for hands-on application of the theories and applications they have learned in the classroom. For each credit hour obtained in the internship, the

student is required to work 40 hours in an approved organization. A 2 credit hour internship = 80 hours, 3 credit hours = 120 hours, etc. Credits: 12

BUS415 Corporate Finance

This course connects the principles of financial managerial decision to a broader management process linking the firm with external markets in which it must raise funds, purchase inputs and sell products. The student will be expected to apply the concepts of financial analysis and planning, investment risk and time value of money, cash flows and capital budgeting, and cost of capital. Each students will construct a stockholders' report that analyzes the real world financial markets. Credits: 3

Prerequisites: ACC240, MAT114 and (MAT118 or MAT112)

BUS421 Organizational Behavior

This course will build on prior management and behavioral concept and theory to explore individual and group processes involved in management/employee relationship, group dynamics, conflicts management, change management, motivation, moral, job design, organizational culture and development. The course will provide a strong understanding for productive organizational results focusing on the interactions of employees, employers, and the organization. Credits: 3

Prerequisites: BUS351

BUS428 Public Relations

An application class that reinforces and creates various aspects of public relations models that connect policies, strategies, and procedures to include marketing, communication, and designing public relations models for "real-world" businesses and/or clients. Credits: 3 Prerequisites: ENG102, BUS321

BUS431 Advertising

Students will apply the concepts of advertising and marketing to create an advertising campaign for a new brand of a product category. Students will analyze both the industry (of the product category) and the desired market segment and then select the appropriate media to boost the awareness and generate consumer demand for their brand. Credits: 3 Prerequisite: BUS 321

BUS435 Investments

This investment course critiques the environment in which investment decisions are made by both the individual and the investment company. Students will be expected to apply financial concepts including the time value of money, taxation, portfolio diversification, and risk measurement. Students will use real world market data to create an investment portfolio and present their justifications for its risk and return on its investments. Credits: 3 Prerequisites: ACC 240 & MAT 114

BUS450 Business Policy and Procedures

This is a senior capstone course which synthesizes the student's academic experience in various professional business subjects taught in the business administration degree program. This course gives a special emphasis on the creative, analytical and critical challenges experienced by contemporary business managers. Students will connect their business knowledge to international and ethical issues in business. The course stresses a case study approach. Credits: 3

Prerequisites: ACC241, ECN251, ECN252, BUS321, BUS335 and BUS351

BUS461 Marketing Research

This course is an applied approach to the field of marketing research with practical applications. Students are expected to design a research project and analyze their qualitative and/or quantitative results. Student will formulate hypothesis and connect their statistical analysis using a formal research report format. Credits: 3 Prerequisites: MAT114 and BUS321

CHM114 General Chemistry I

A study of the fundamental principles and theories of chemistry with emphasis on stoichiometry and atomic theory and bonding. Must be taken concurrently with CHM115. Credits: 4

(Prerequisite: MAT111 or MAT124 or permission of instructor)

Prerequisites: MAT099 or Math ACT/SAT of 22/520 or higher

CHM115 General Chemistry I Lab

(Concurrent enrollment in CHM 114 required). Meets three hours per week. (Lab fee)

Credits: 0

CHM116 General Chemistry I Lab transfer

Includes laboratory exercises selected to reinforce and augment the chemistry lecture course that students earned credit for at a previous institution. Available only to students with posted transfer credit for CHM114 at time of enrollment. (Lab fee) Credits: 1

CHM124 General Chemistry II

A continuation of CHM 114 with emphasis on equilibrium, electrochemistry, kinetics, and thermodynamics. Credits: 4 Prerequisites: CHM114 and CHM115

(Must be taken concurrently with CHM125)

CHM125 General Chemistry II Lab

A laboratory study of principles of equilibrium and inorganic reactions directed toward the qualitative analysis of inorganic materials. (Lab fee) Credits: 0

Concurrent enrollment in CHM 124 required.

CHM200 Introductory Project

Special one-semester classes with varying subject matter. The topic of the course will be announced in the schedule of classes. May be taken three times for credit with change of topic. Credits: 3

CHM300 Independent Study

Individually directed study on a topic not covered by regular course offerings. Requires permission of the instructor and division chair. Credits: 3

CHM314 Organic Chemistry I

A systematic study of the compounds of carbon with emphasis on the principles of synthesis, analysis, and reaction mechanisms of organic functional groups. Credits: 4 Prerequisites: CHM 124 and 125

(Must be taken concurrently with CHM315)

CHM315 Organic Chemistry I Lab

A study of the techniques of synthesis and analysis of organic compounds. (Lab fee) Credits: 0

Prerequisites: CHM314

(Concurrent enrollment in CHM 314 required.)

CHM324 Organic Chemistry II

A continuation of CHM 314. (Must be taken concurrently with CHM325.)

Credits: 4 Prerequisites: CHM314 and CHM315

CHM325 Organic Chemistry II Lab

Concurrent enrollment in CHM 324 required. (Lab fee) Credits: 0

CHM366 Interdisciplinary Honors Studies

The course allows students to focus on a narrow topic, examining it from two diverse academic disciplines. Topics will vary. (The course is open to honors program participants) Credits: 3

CHM400 Advanced Project

Special one-semester classes and seminars with varying subject matter designed for majors at the junior and senior level. The topic will be announced in the schedule of classes. May be taken three times for credit with change of topic. Requires permission of instructor and the division chair. Credits: 3

CHM440 Biochemistry

This course addresses the chemistry of living systems, including the structure and function of biological molecules and the mechanisms and products of their reactions. Emphasis will be placed on pathways of energy transfer and signaling, especially those that are deeply conserved among eukaryotes. The major classes of biomolecules will be examined with greatest focus on proteins. Students will actively research

modern, primary biochemical literature and interpret it in the context of the principles and pathways discussed in class; furthermore, students will learn how to critique data and methods in the literature. Students will integrate prior knowledge and experiences from general and organic chemistry courses to arrive at a personal, and accurate, explanation of living systems through chemistry. Credits: 4

Prerequisites: BIO 124/125 and CHM314/315 (Concurrent enrollment in CHM 441 required)

CHM441 Biochemistry Lab

The laboratory extension of the CHM 440 course. Students will gain practical competencies in modern experimental biochemistry dealing with the major classes of biomolecules; emphasis will be placed upon protein. Additionally, substantial, independent immersion in primary literature research is a key feature of this course. Participants will design, execute, and analyze a relevant and novel biochemical experiment producing data that could potentially be published. (Lab fee) Credits: 0

Concurrent enrollment in CHM 440 required.

CMJ110 Introduction to Criminal Justice

This introductory course will examine crime in America with a focus on the role of police, courts, and correctional institutions. Students will consider the balance between freedom and security issues and evaluate the strengths and weaknesses of the American justice system as it adapts to cultural, political, and societal changes. Credits: 3

CMJ120 Intro to Corrections, Probation and Parole

This introductory course will examine how evidence-based practices are used in corrections and how theory is linked to treatment and punishment of offenders, and encourages critical thinking about community corrections, prison life, and treatment of offenders, reentry, legal issues, the death penalty, and juveniles in corrections. Credits: 3

CMJ160 Police Process

This Introductory course will explore a problem-solving approach that emphasizes what is actually working in the field of policing and patrol. Emphasis will be placed on topics of major, national importance and interest, such as tactics, terrorism, personnel issues, community policing, investigations, rule of law, accountability (ethics, liability), patrol, and technologies. Credits: 3

CMJ180 Criminology

This introductory course will explore the cause and major theories of criminal behavior. Students will learn the various research techniques that have been used to study criminal behavior and examine connections to social, environmental and ethnographical factors. Students will gain a more complete understanding of crime and how it relates to human social life. Finally students will apply the knowledge gained in their studies to examine current policy trends and the methods used to address crime and proscribed social behavior. Credits: 3

CMJ220 Technology and Criminal Justice

This introductory course will cover the practical examination of information technology in law enforcement. We will explore computers, police communications technology, cutting-edge strategic and tactical technology used by police to predict, investigate and prevent crime, community policing, fragmentation, and other theories. Credits: 3

CMJ240 Introduction to Homeland Security

This course will provides a comprehensive overview of the Department's history, mission, organization, and programs designed to reduce America's vulnerability to attack and quickly recover from disaster. We will discuss emergency preparedness, critical infrastructure, intelligence and terrorism.

Credits: 3

CMJ260 Emergency Management and Disaster Planning

This is an introductory course in the field of emergency management and disaster planning. This course will cover topics such as: the history of the field, hazard risk management, an in depth analysis of natural and man-made disasters, development of incident management plans, critical infrastructure protection, and mitigation strategies. Students will also develop a deeper understanding of how natural and man-made hazards represent a threat to the security and stability of the nation and to develop critical thinking skills. Credits: 3

CMJ270 Criminal Law

This course involves the study of substantive and procedural criminal law including due process, probable cause, statutory and case law authorities governing criminal law and rules of criminal procedure. This course will also provide a foundation for further work in the Criminal Justice field, and host an in-depth examination of the crimes committed by suspects, and actions taken by criminal justice professionals to deal with those crimes. Credits: 3

CMJ280 Criminal Procedure

This introductory course begins with first contact with the police, all the way through to appeal. We will discuss Search and Seizure; Interrogations, Confessions, and Identification Procedures; The Beginnings of Formal Proceedings; Trial, Conviction, and Beyond. This course presupposes no legal expertise, connects criminal procedure cases to the real world through innovative pedagogy, and encourages students through numerous decision making exercises to be critical thinkers by putting them in the position of judge. Credits: 3

CMJ290 Criminal Justice Ethics

This course will examine three major criminal justice related schools of thought (virtue, formalism, and utilitarianism) and emphasizes how ethics impact individual decision-making. We will engage in extensive critical-thinking exercises, explore Police ethics as interpreted in movies, books and television and raise ethical questions to assist students in developing ethical-reasoning skills. Credits: 3

CMJ300 Independent Study in Criminal Justice

This course is designed to allow the student to work independently on a research project, service learning, or literature review on a topic relevant to the field of criminal justice. Students work under the supervision of a faculty member and negotiate the individualized instruction and requirements with that faculty. Credits: 3

CMJ310 Community Policing

This course is about policing at its most important and challenging levels—in neighborhoods and communities across the nation and abroad. We will discuss community policing, problem solving, COPPS, control and prevention of crime, disorder and fear. We will also examine daily processes and tactics, how and why agencies are revolutionizing their traditional philosophy and operations, policing in

an information age, and how the economy is impacting policing practices and new information concerning COPPs initiatives across the United States. Credits: 3

CMJ320 Terrorism

This course will examine the history and status of domestic and international terrorism. We will emphasize different regions of the world and the terrorist groups in each region. As well as examine terrorist events, groups, responses to terrorism, changes in terrorist strategies, and current and future trends. Credits: 3

CMJ330 Crime Mapping

In this course we will explore the theoretical and practical aspects of mapping for criminal justice purposes. Students will gain a solid understanding of the empirical realities of the spatial aspects of crime, uses of GIS, the geography of crime and practical instruction and exercises on how to use GIS to conduct crime mapping and spatial analysis. Credits: 3

CMJ355 Criminal Investigations and Crime Scenes

This is an introductory course in the field of criminal investigation and crime scene processing. There are two related areas this course will explore. First, this course will examine some of the practical methods and overall considerations of processing a crime scene as well as other issues involved in the actual collection and preservation of evidence. The second area this course will explore is the area of criminal investigations and the methods, techniques and legal considerations involved in the overall criminal investigation process. Credits: 3

CMJ370 Drugs and Crime in Society

We will examine the major facts and issues concerning criminal justice and drug-taking behavior in America today. We will explore the social problems associated with drug use, abuse, and drug control policy, the role of Law enforcement and the courts and the impact on society. Credits: 3

CMJ380 Research Methods in Criminal Justice

In this course we will discuss contemporary research methods applied to criminal justice and criminology. We will demonstrate how research is relevant to the field and what tools are needed to

actually conduct that research. We will examine qualitative research and quantitative research and discuss real-life examples and explain how to competently critique as well as create research-based knowledge. Credits: 3 Prerequisites: MAT 114 & CRJ 180

CMJ425 Transportation and Cargo Security

This course will cover all aspects of transportation security as it relates to air, maritime, railroad, trucking, mass transit, and pipeline security. We will discuss global threats, new technologies, the need for adequate transportation security and how to implement basic master security plans.

Credits: 3

CMJ440 Cybercrime and Information Warfare

Issues addressed in this course include descriptions of the types of crimes and terrorist acts committed using computer technology, theories addressing hackers and other types of digital criminals, an overview of the legal strategies and tactics targeting this type of crime, and in-depth coverage of investigating and researching digital crime, digital terrorism, and information warfare. Additionally, upon completion of the course, students should find themselves better prepared for further study into the growing problems of crime, terrorism and information warfare being committed using computer technology. Credits: 3

CMJ451 Internship

Field experience in criminal justice will be offered in this internship. Placements may include LETI, local & state police agencies, district attorney's offices and corporate security and safety departments.

Credits: 3

CMJ452 Internship

Field experience in criminal justice will be offered in this internship. Placements may include LETI, local & state police agencies, district attorney's offices and corporate security and safety departments.

Credits: 6

CMJ470 Police Administration

This course will cover the principles and practices of police supervision for leadership training of supervisors in law enforcement and allied fields. We will explore the relationships involved in individual and group management methods and the practical techniques for carrying out the various responsibilities of the police supervisor. Discussions will focus on real issues faced by police supervisors in interpersonal, operational, and administrative relationships. Credits: 3

CMJ480 Security Management

This course will discuss the field of industrial/private security. We will explore security operations management, vulnerability assessments, physical security systems, disaster recovery, retail loss, investigations and workplace violence.

Credits: 3

CMJ490 Senior Seminar

The purpose of this course is to summarize all the knowledge learned in prior courses as well as study some of the more advanced concepts that you will be using in the field. The course focus includes a review of current security and criminal justice issues/trends and how they influence 'Best Practices' in business, security and Criminal justice today. Credits: 3 Prerequisites: CMJ 380

COM101 Introduction to Speech Communication -C

Designed to introduce the student to the area of oral communication with exercises covering the various phases. Credits: 3

COM105 Voice and Diction

Designed to train the speaking voice by means of supervised exercises and drills. The course also serves as an introduction to phonetics. Credits: 3

COM110 Beginning Media Writing

An introduction to news writing with emphasis on style and content for print and electronic media.

Credits: 3

COM150 Survey of Production Techniques

Introduction to the functions, theories, materials and techniques of writing, performing and production for radio and television. Students write, perform and produce a variety of long and short form projects for radio and television. Credits: 3

COM190 Introduction to Mass Media

An introductory course designed to familiarize the student with the field of mass communication, its influence, and universality. The course offers a survey of the print and electronic mass media and its impact on society. Credits: 3

COM200 Introductory Projects Credits: 3

COM203 Interpersonal Communication

This course examines communication in interpersonal relationships. There is a balance between theoretical and practical approaches. Credits: 3

COM204 Introduction to Leadership

The class focuses on current leadership theories and styles. Students will be able to identify their own leadership style and how to apply that style to campus leadership positions. Introduction to Leadership will help students to identify their leadership styles and help current leaders polish their leadership skills. Credits: 1

COM207 Radio Broadcasting

Participation with KWWU staff. Students will work a weekly 1 hour radio show and attend staff meetings and lectures designed to enhance their skills. May be repeated for credit. Credits: 1

COM209 Argumentation and Debate

This course will acquaint student with several approaches to argument and debate. Students will learn both theoretical and practical approaches. Credits: 3

COM213 Gender Communication

In this course we will look closely at the ways gender is communicated within various cultural and institutional settings (how we come to know what it is to be a woman or a man), the multiple ways humans communicate within and across gender lines (how we express ourselves as gendered individuals and why we do it many different ways), and the relationships of the two. Credits: 3

COM220 Logic and Persuasion -T

This is a course of discovery. Though the analysis of a particular kind of communication - argumentation - we will attempt to reveal the means of persuasion available to those who wish to influence others.

Credits: 3

COM224 Equine Production

This hands-on digital video production course is designed for beginning level students. Students will be introduced to basic equipment, techniques, and theories of digital filmmaking. Students will gain a fundamental understanding of the pre-production, production, and post-production skills associated with digital filmmaking. Credits: 3

COM231 Fundamentals of Film Making

This hands-on digital video production course is designed for beginning level filmmaking students. Focus will be on general techniques and technology of post-production and digital manipulation.

Credits: 3

COM250 Ethics in Sexuality-ER

Ethics in sexuality is a course that explores all aspects of sexual decision-making. Students will study the biology and psychology of sexuality and explore a variety of sexual issues and topics. A constant focus will be maintained on prescribing individual ethical beliefs to sexual situations. Student's participation is required. Credits: 3

COM251 Oral Interpretation of Literature

Devoted to the theory, methods, and practice of oral communication through the mediums of prose and poetry, including selection and arrangement of suitable material. Credits: 3

COM311 Visual Storytelling and Screenwriting

This hands-on digital video production course is designed for intermediate level filmmaking students. Focus will be on shooting and storytelling techniques both in field and in studio. Credits: 3
Prerequisites: COM 231 or COM 224

COM312 Screenplay Analysis and Treatment

Students critically examine the basic tenets of success film screenwriting (character, plot, motif, theme, etc.) and the relationship between screenwriting and central aspects of film production (casting, acting, cinematography, storyboarding, etc.) as manifested in various narrative films, both contemporary and classic in origin. Credits: 3 Prerequisites: ENG210 and COM231

COM314 Communication, Sports & Society

This course introduces students to the practical and scholarly domain of Sports Communication. We will examine contemporary issues related to communication, sport, and culture. The course will introduce students to the nuanced ways sport reflects and actively shapes culture and society. We will cover topics ranging from how sports organizations function through the integration of athletes, managers, and audiences through communication. Additionally, the course will address the changing shape of sports media institutions, fan identities, the politics of race, class, gender, and sexuality that are revealed and struggled over within sports cultural contexts. Finally, the course will explore how the sports industry has evolved and continues to grow as a cultural phenomenon. Credits: 3

COM316 Small Group Leadership

Small Group Communication is designed to increase students' understanding of group dynamics, particularly in decision-making task groups. Traditional topics such as role negotiation, leadership, and

decision processes will be explored, emphasizing the need for balance between socio-emotional and task dimensions. Credits: 3

COM320 Communication Theory

This course examines communication theory on all levels. Students will gain an understanding of theory and how theoretical developments can be used in their academic and personal lives. Credits: 3

COM330 Communication Law

Examines the legal background of the mass media. It focuses on specific laws affecting media operations and First Amendment rights with emphasis on Supreme Court decisions relating to political dissent, press freedom, prior restraint, libel, privacy, obscenity, advertising, copyright, contempt of court, and access to information. Credits: 3

COM332 Advanced Production and Cinematography

This hands-on digital video production course is designed for intermediate-to-advanced level filmmaking students. Focus will be on advanced techniques and technology of post-production and digital manipulation. Credits: 3 Prerequisites: COM232

COM335 Public Affairs Reporting

A news reporting and writing course that focuses on media coverage of public policy, legal, and social issues and problems. Students will use reporting techniques to produce news stories for presentation to the general audience. Credits: 3 Prerequisites: COM110

COM337 Interactive Web Communication

This course is an introduction to interactive social media: blogs, microblogs, networks, bookmarking, Wikis, and Web2.0/3.0. The students will get hands on experience and will research media usage, integration, traditional and contemporary marketing/PR campaigns with social media, and cultural assessments of social media. At the end of the course, the students will have knowledge of the most popular used forms of social media, a review of the "cutting edge" of social media, and a vision for keeping up with the evolving phenomenon Credits: 3

COM366 Interdisciplinary Honors Studies

The course allows students to focus on a narrow topic, examining it from two diverse academic disciplines. Topics will vary. (The course is open to honors program participants) Credits: 3

COM373 Announcing and Reporting I

The development of disciplines controlling vocal and visual mechanics and interpretative performances for announcers, newscasters, interviewers, and narrators of various radio and television programming. Credits: 3 Prerequisites: COM110

COM383 Announcing and Reporting II

A continuation of COM373. This course continues to develop the student's ability to communicate effectively utilizing electronic media. Further development of the voice and an "on-air" persona together with further versatility in news and commercial delivery. (Course Fee) Credits: 3

COM390 Internship I

Requires a minimum of 120 clock hours in an approved work situation. The student must submit a log documenting the work dates and times and describing the work activities according to at least three pre-approved objectives. In addition, the student will submit three essays describing and evaluating each of the following: the role of the on-site supervisor, the quality of the work environment, and the usefulness of extended internships. The student will also prepare a resume. Requires permission of division chair. Credits: 3

COM400 Advanced Projects Credits: 3

COM415 Feature Writing & Magazine

Exposes students to the creative process in news writing and teaches them to apply the structure of long-form writing using research and writing techniques. Students will produce articles suitable for publication in the feature section of newspapers or in general interest magazines. Credits: 3

COM432 Advanced Editing and Post Production

In this advanced filmmaking class, students will produce their own short film. Students will work as artists and filmmakers exploring and developing visual imagery. Credits: 3 Prerequisites: COM332

COM434 Visionary Leadership

In this course, students will learn practical application for leadership theory. Students will practice creative leadership outside of class and improve their personal leadership skills. Credits: 3
Prerequisites: COM316

COM449 Advanced Digital Video/Film Production

A course for the advanced filmmaking, production and/or design student interested in the techniques and technology of the video post-production world and the digital manipulation of the moving image. Students will produce one short public service announcement and one longer form documentary using the MiniDV tape format, while learning advanced non-linear editing techniques with Final Cut Pro incorporating Adobe after Effects and digital multi-track audio sweetening with Audition and other tools.

Credits: 3 Prerequisites: COM349

COM451 Internship II

Course requires a minimum of 120 clock hours in an approved work situation.* In addition submitting a log of work activities with dates and times, the student will develop a complete portfolio documenting internship activities and outcomes, with brief explanatory texts. The student will also prepare a resume. Requires permission of the instructor and the division chair. *The approved situation would require direct supervision by an individual holding a degree in business.

Credits: 3

COM452 Internship III

This course requires a minimum of 240 clock hours in an approved work situation.* In addition to submitting a log of work activities with dates and times, the student will submit a substantial essay according to a pre-approved outline that will describe the relationship or integration of theory (curriculum) and practice (internship). The discussion of theory and practice should cover knowledge, methodology and value development. The student will also prepare a resume. Requires permission of

the instructor and the division chair. *The approved situation would require direct supervision by an individual holding a degree in business.

Credits: 3

COM499 Senior Seminar

This senior-level capstone course focuses on all aspects of professional journalism. Students will be assigned a variety of projects similar to those assigned in professional media outlets. In addition, students will prepare for the job market by perfecting portfolios, tapes, and other application materials.

Credits: 3 Prerequisites: COM330 Law and Ethics

ECN200 Introductory Projects

Special one-semester classes with varying subject matter. The topic of the course will be announced in the schedule of classes. May be taken three times for credit with change of topic.

Credits: 3

ECN218 History of Economic Thought

This course is the study of the evolution of economic theories and doctrines. The student is confronted with fundamental questions about economics which have been asked throughout history. What is the proper relationship of the individual with society at large? Do/should economic forces naturally work as moral forces in society? Where, and how, should society direct its means toward its ends? Is there really an equilibrium in economic life? What is the interplay and what are the tradeoffs between economic justice, economic efficiency and economic liberty? What is the role of historical change in causing change in economic theory? This is a history class about economics. Economic theory will be discussed in the context of those theory makers who provide fundamental ideas about the discipline through different eras of history with each featured particular economic problems.

Credits: 3

ECN251 Macroeconomics -S

This course is an introduction to the nature, method, and scope of economic analysis regarding the macroeconomic performance of nations. Indicators of a nation's macroeconomic performance include the economic growth rate, the tendency toward inflation, and the level of unemployment. This course introduces students to the process of monetary and fiscal policy, and also introduces students to each policy's impact on national economic performance. Students also are introduced to the nature of global trade and economic development.

Credits: 3

ECN252 Microeconomics -S

This course introduces students to the principles and theories of microeconomics. The course stresses identification of fundamental economic concepts, essential forms of business organization, and introductory theory regarding exchange and price determination under various market conditions. Students additionally learn about distribution of income, the economics of agriculture and labor, and the role of government in business.

Credits: 3

ECN325 Money and Banking

This course reinforces the knowledge base of macroeconomics and microeconomics. The course gives students a more in-depth coverage of topics first introduced in those courses, including industry structure, industry regulation, money, interest rates, inflation, the Federal Reserve System and monetary policy. This course offers a rigorous presentation of contemporary issues in money, banking and financial markets with use of both a textbook and outside readings. This course reinforces knowledge of five core principles of money, banking and finance which comprise the rationale of the system of payment and value. In reading, thinking and writing assignments, students must consider multiple points of view on both financial markets and financial institutions.

Credits: 3 Prerequisites: ECN251, ECN252

ECN353 International Trade

Theory of international trade includes an examination of barriers of trade, balance of payments and foreign exchange analysis, current policy problems, and the role of the multinational corporation in the world economy.

Credits: 3 Prerequisites: ECN251 & ECN252

ECN366 Interdisciplinary Honors Studies

The course allows students to focus on a narrow topic, examining it from two diverse academic disciplines. Topics will vary. (The course is open to honors program participants) Credits: 3

ECN421 Managerial Economics

This course is the application of microeconomic theory to management problems. In microeconomic theory, profit maximization is simply assumed as a condition of firm behavior. In managerial economics, profit maximization is studied as a management behavioral objective – and as a goal which may or may not be achieved, despite the attempts of managers. Students will be able to differentiate between a varieties of factors that affect a business concern. They will develop informed solutions by analyzing all of the economic factors that affect the production environment. Credits: 3

Prerequisites: ECN251 or ECN252

EDU200 Introductory Projects

Special one-semester classes and seminars with varying subject matter. The topic of the course will be announced in the schedule for classes. May be taken three times for credit with change of topic.

Credits: 3

EDU201 Multicultural Education Rationale

Trends and goals for the multicultural curriculum are addressed. Students learn concepts and influences of various micro cultures on cultural pluralism and strategies for teaching diverse populations.

Credits: 3

EDU211 Educational Technology I

The role of technology in the K-12 classroom and issues surrounding technology use are examined. Students incorporate technology use into projects presented to the class. Credits: 3

EDU231 Exceptional Child

A study of children with special needs who qualify for special education services. Topics include the history and legal basis of special education, the special education process, assessment and evaluation procedures, characteristics, and appropriate intervention strategies and teaching methods. Emphasis is placed on characteristics and teaching strategies for the following exceptionalities: learning disabilities, mental retardation, behavior/emotional disorders and giftedness. Credits: 3

EDU250 Foundations

It is recommended for all Education majors and for students seeking secondary education certification. It focuses on the development of educational institutions and ideas, social forces that have influenced them and current issues affecting educators. It specifically included a survey of the policies, procedures, portfolios and certification examinations that are part of the Missouri educator certification process.

Credits: 3

EDU258 Cross Categorical Disabilities

Instructional, classroom and student strategies involving mild/moderate cross categorical disabilities are provided. Readings, lectures, discussions and assignments focus on researched differentiated instruction. Credits: 3 Prerequisites: EDU 231

EDU261 Assessing Young Children

Assessment inventories and intervention approaches that enable teachers to better identify and respond to the developmental and learning needs of young children are emphasized. Credits: 2

EDU281 Early Childhood Principles

Early childhood principles and their implications on teaching children through the third grade are introduced. A philosophical framework for developmentally appropriate practice as an early childhood professional is examined. Includes sixteen hours of classroom experience in a preschool through third-grade setting. Credits: 3

EDU291 Pre-Student Teaching I

Students become familiar with classroom organization and operation, curriculum materials and a school's instructional program through classroom observations. Includes 30 required hours of classroom observation, journal reflections and scheduled meetings with the course instructor.

Credits: 1

EDU292 Pre-Student Teaching II

Includes 30 required hours of classroom observation and limited instructional participation. Journal reflections and scheduled meetings with the course instructor are also part of the course.

Credits: 1 Prerequisites: EDU 291 and Admittance to Teacher Ed Program

EDU293 Pre-Student Teaching III

Additional classroom observation and participation. May be taken instead of EDU 291 with permission of course instructor. Credits: 1

EDU300 Independent Study

Individually directed study on a topic not covered by regular course offerings. Requires permission of the instructor and division chairperson. Credits: 3

EDU301 Family and Community Resources

The importance of parental involvement in a child's education is stressed. Techniques for identifying community agencies and resources that support schools and families are examined. Credits: 3

EDU311 Middle School Philosophy and Organization

Students will examine the history, philosophy, and rationale behind the middle school movement while they engage in coursework that promotes the middle school approach to education. The assignments

provide experiences for blending theory and practice, observations and research with reflection, and resources necessary to effectively prepare teacher candidates for career in middle level education. The middle level performance-based standards focus directly on what middle level teachers should know and be able to do. Credits: 3

EDU313 Early Childhood Program Management

Supervision techniques, planning environments and evaluation procedures for early childhood programs are explored. Federal, state and local legislation and regulations, and professional standards designed to promote healthy and safe practices for all children are surveyed. Credits: 3

EDU314 Middle School Curriculum and Instruction

An online Internet course which concentrates on the appropriate curriculum and instructional delivery for middle-level education. This course requires ten (10) hours of classroom observation and activities. Credits: 3

EDU317 Integrated Curriculum I

The values and criteria for selecting and using literature with elementary and middle school students at various stages of development are emphasized. Planning and evaluation of a literature program are stressed. Four traditional expressions of language -reading, writing, listening, and speaking - are explored. Credits: 3 Prerequisites:

EDU318 Integrated Curriculum II

Teaching methods, strategies, resources and practices in teaching art, music, physical education, science and social studies at the elementary and middle school levels are emphasized. A thematic unit will be developed to demonstrate competency in curriculum planning, development and teaching. Credits: 3 Prerequisites: EDU317

EDU341 Teaching Mathematics (Elementary)

Instructional methods, materials, mathematics literature, and the evaluation procedures used in teaching mathematics at the elementary level are studied. Focuses on the improvement of teaching and curriculum expansion as recommended in the National Council of Teachers of Mathematics standards.

This course does not apply toward a major or minor in mathematics and does not apply toward the university's general education program. Credits: 3

EDU351 Language Development

Language and communication disorders of students with special needs are investigated. Topics include normal language acquisition, language development of exceptional children, language problems and deficits, implications of language disorders and delays for learning, assessment, instructional strategies, and treatment. Credits: 3 Prerequisites: EDU309

EDU353 Teaching Remedial Mathematics Teaching methods specific to remediation of special mathematics learning needs. Students will spend time in the schools assisting with the teaching of remedial mathematics. This course does not apply toward a major or minor in mathematics and does not apply toward the university's General Education program. Credits: 3 Prerequisites: MAT 111, 112, 114

EDU358 Teaching Cross Categorical Disabilities

Study of learning patterns, educational diagnostic techniques and development of educational strategies and materials for use with children with cross-categorical disabilities. This course requires 16 hours of clinical experience in the schools. Credits: 3 Prerequisites: EDU 231, 258

EDU392 Reading in the Content Area

The special demands of content-area reading and writing for elementary, middle school and secondary students are addressed. Possible causes of reading difficulties and simple assessment procedures are discussed. Teaching strategies for content comprehension, study skills, and vocabulary development are explored. Credits: 3

EDU393 Teaching Elementary Reading

Instructional methods and materials used in teaching reading in the elementary grades are examined. Credits: 3

EDU400 Advanced Projects

Special one-semester classes and seminars with varying subject matter designed for majors at the junior and senior level. The topic will be announced in the schedule of classes. May be taken three times for

credit with change of topic. Requires permission of the instructor and division chairperson. Credits: 3

EDU411 Educational Technology II

This course provides pre-service teachers the advanced skills necessary to help facilitate teaching and learning. Students will be able to continue to explore the use of multimedia, web2.0/3.0 tools in the teaching learning process. Credits: 1 Prerequisites: EDU211 & EDU292

EDU415 Conferencing and Consultation

Addresses parental rights and responsibilities in the education of their child with special needs. Topics include the evaluation process, eligibility requirements and determination, the individualized education plan (IEP), and parent involvement in all stages of their child's educational program. Credits: 3
Prerequisites: EDU 292 and EDU 231

EDU417 Practicum

Includes reflection and limited instructional participation during thirty hours of observation in an infant/toddler classroom setting. Journal reflections and scheduled meetings with the course instructor are also included. Credits: 1

EDU420 Measurement and Evaluation

Individual diagnostic procedures are studied, including informal and formal assessment, the interpretation of assessment results, and development of educational programs and instruction. Proficiency in assessment procedures and test administration are emphasized. Credits: 3
Prerequisites: PSY 221 or EDU 231,458 and EDU 292

EDU422 Measurement & Assessment in Education

This course provides an overview of the theory and essential concepts of measurement in the educational context. The emphasis of this course will be on the application of principles, techniques and procedures that result in the enhancement of instruction. Credits: 3 Prerequisites: EDU 292, EDU392,

EDU441 Analysis and Correction

A field-based course that covers methods of diagnosing mild reading disabilities commonly found in elementary-age students and methods of working with children to help them overcome disabilities. The course includes 12 hours of tutoring assignments outside of class time with elementary and/or middle school students. Credits: 3 Prerequisites: EDU 292

EDU453 Classroom Management

The nature of behavior problems in schools, including types, etiology, and management through educational and behavioral intervention procedures are addressed. Students are encouraged to take this course the semester before they do their student teaching. Credits: 3 Prerequisites: EDU 231 and EDU 292

EDU460 Career/Vocational Education

Learning characteristics, career/vocational opportunities, assessment of secondary students with mild to moderate disabilities. Credits: 2 Prerequisites: EDU 231 and EDU 292

EDU490 Supervised Teaching (Elementary)

Students gradually assume full responsibility for classroom instruction. Supervision is provided by the classroom cooperating teacher and by a university faculty member. Acceptance into the university's student teacher program is required. (Special fee) COREQUISITE: EDU 492 Credits: 12
Prerequisites: (EDU 291 and EDU 292) or (EDU 293 and EDU 292)

EDU492 Educational Seminar

Teaching competence is strengthened through multiple means, including the examination of and reflection upon the students' experiences during their supervised teaching placement. This is a writing intensive course that includes a community profile paper, reflection pieces and a culminating portfolio that documents performance standards. Class meetings occur before, during and after the student teaching experience. COREQUISITE: EDU 490 or EDU 493 or EDU 495 or EDU 499.

Credits: 3 Prerequisites: EDU 292

Supervised Teaching

(Special Education) Students gradually assume full responsibility for classroom instruction. Supervision is provided by the classroom cooperating teacher and by a university faculty member. Acceptance into the university's student teacher program is required. (Special fee)

COREQUISITE: EDU 492 Credits: 12 Prerequisites: (EDU 291 and EDU 292) or (EDU 292 and EDU 293)

EDU495 Supervised Teaching (Middle Level) Students gradually assume full responsibility for classroom instruction. Supervision is provided by the classroom cooperating teacher and by a university faculty member. Acceptance into the university's student teacher program is required. (Special fee)
COREQUISITE: EDU 492 Credits: 12 Prerequisites: (EDU 291 and EDU 292) or (EDU 292 and EDU 293)

EDU499 Supervised Teaching (Secondary)

Students gradually assume full responsibility for classroom instruction. Supervision is provided by the classroom cooperating teacher and by a university faculty member. Acceptance into the university's student teacher program is required. (Special fee) COREQUISITE: EDU 492 Credits: 12
Prerequisites: (EDU 291 and EDU 292) or (EDU 292 and EDU 293)

ENG099 Introduction to College Writing

Students are introduced to the major types of college-level papers, along with an emphasis on mechanics, sentence structure, and paragraph organization. Composition is required, with special attention to clarity and conciseness. Required for all students with English ACT less than 19. Credits: 3

ENG101 English Composition I -C

Students learn to summarize and critique the ideas, theories, and arguments found in college level academic and non-academic articles. Basic research skills and critical thinking skills are also components of the course. Furthermore, the student will recognize the ways in which plagiarism may be prevented through appropriate and accurate documentation of source material. Credits: 3 Prerequisites: English ACT 19-27 or ENG 099

ENG102 English Composition II -C

Students learn how to draft, revise, and edit multiple-source papers that have reflective analysis, sound argumentation, clear organization, well developed paragraphs, and correct sentences. Furthermore,

students will recognize the ways in which plagiarism may be prevented through appropriate and accurate documentation of source material. Credits: 3 Prerequisites: ENG101

ENG200 Introductory Projects

Special one-semester classes and seminars with varying subject matter. The topic of the course will be announced in the schedule for classes. May be taken three times for credit with change of topic.

Credits: 3 Prerequisites: ENG101

ENG201 World Masterpieces I

An introduction to some of the masterpieces of world literature through the Renaissance. All works will be read in English. Writers who have been studied include Homer, Sophocles, Wang Wei, Murasaki Shikabu, Dante, Mirabai, and Cervantes. Credits: 3 Prerequisites: ENG101

ENG202 World Masterpieces II

An introduction to some of the masterpieces of world literature since the Renaissance. All works will be read in English. Writers who have been studied include Voltaire, Goethe, Ibsen, Yukio Mishima, and Soyinka. Credits: 3 Prerequisites: ENG101

ENG205 English Literature I

A survey of English literature from Old English to the Romantic Period with emphasis on reading, interpretation, and criticism of representative works of major authors, including Chaucer, Shakespeare, Donne, Milton, Swift, and Johnson. Credits: 3 Prerequisites: ENG101

ENG206 English Literature II

A survey of English literature from the Romantic Period to the present with emphasis on reading, interpretation, and criticism of representative works of major authors, including Keats, Shelly, Wordsworth, Tennyson, Arnold, Yeats, Eliot, Joyce, and Woolf. Credits: 3 Prerequisites: ENG101

ENG210 Introduction to Film Studies

Students study the basic elements of film production and meaning, with particular attention paid to defining and interpreting various aesthetic, technological, social, psychological, and philosophical aspects of cinema. Credits: 3 Prerequisites: ENG101

ENG215 Film Genres -L

Students identify and interpret the narrative, visual, and genre conventions of classical Hollywood style. Additionally, students identify and interpret the defining characteristics of the major American film genres. Credits: 3 Prerequisites: ENG101

ENG218 Intr Creat Wrtn

Creative Writing is considered from aesthetic and structural perspectives: students read and discuss contemporary writing in poetry, fiction, creative non-fiction, and/or drama; develop their expressive writing skills through writing assignments; discuss and evaluate concepts related to the aesthetic challenges writers face. Credits: 3 Prerequisites: ENG101

ENG222 Introduction to Rhetoric

This course is an overview of rhetoric, defined as the art of persuasion. Students will evaluate persuasive messages, text and images, that people encounter daily. Credits: 3 Prerequisites: ENG102

ENG226 Young Adult Literature

This course is an overview of young adult literature, defined as coming of age novels and literary expression. Young adult literature has, since the mid-1990's, come of age as literature – literature that welcomes artistic innovation, experimentation, and risk-taking. It includes the themes of good and evil, problem-solving, self-expression and artistic expression. It is steeped in imagery and metaphor. Students will evaluate character, plot, setting, and theme while paying particular attention to context and sub-text. The context of culture and society will be explored. Credits: 3

ENG234 Shakespeare and the Devil

Shakespeare and the Devil, is an honors course exploring the plays of William Shakespeare within a historical, cultural, and religious context. Specifically, the content of his plays is related to Elizabethan and early Jacobean perceptions of the Christian hell, Satan, and the nature of sins and punishment at the turn of the 16th Century. Special consideration is given to the way that religiosity in 16th Century England informs and influences Christian beliefs in today's world, and the extent to which Shakespeare's works reflect, critique, and anticipate mainstream religious values. Credits: 3

ENG238 American Literature I

A survey of American literature to 1860 with emphasis on reading, interpretation, and criticism of representative works of major authors. Credits: 3 Prerequisites: ENG101

ENG239 American Literature II

A survey of American literature to 1860 to present with emphasis on reading, interpretation, and criticism of representative works of major authors. Credits: 3 Prerequisites: ENG101

ENG280 Introduction to Literature

Students are introduced to the major genres of literature (fiction, poetry, and drama), as well as their attendant forms, conventions, and contexts. Students are also introduced to techniques for

interpreting, analyzing, and commenting on literature, using the vocabulary of literary studies.

Credits: 3 Prerequisites: ENG101

ENG300 Independent Study

Individually directed study on a topic not covered by regular course offerings. Requires permission of the instructor and division chairperson. Credits: 3

ENG301 Grammar and Syntax

A study of modern English grammar, usage, and sentence structure. Students will identify grammar and syntax structures and apply those principles to their own and others' writing. Credits: 3

Prerequisites: ENG102

ENG302 Technical Writing

A study of the fundamental principles of technical writing as a professional tool. This course aims to prepare specialists in various professional fields to write clearly and effectively on their subject of nonspecialist audiences. Includes practice writing feasibility studies, proposals, abstracts, instructions, correspondence, and other kinds of writing ordinarily required in professional careers. Credits: 3
Prerequisites: ENG102

ENG308 Creative Writing

Students will develop their skills as creative writers by completing writing assignments and crafting full length imaginative works. Workshops wherein each student's work is critiqued by all members of the class are a major part of this class. Course may be repeated one time, for additional credit Credits: 3
Prerequisites: ENG102

ENG316 Special Topics in Film

Students investigate and assess specific genres, stylistic movements, historical periods, artistic developments, etc. in cinema. The specific topic focus changes each time the course is offered, and the course may be repeated for credit as long as the topic focus varies each time a student is enrolled.
Credits: 3 Prerequisites: ENG210

ENG319 History of the English Language

A study of the origins, changes and reasons for changes in the grammar, sounds and vocabulary of English from the beginnings of the language to modern times. Credits: 3 Prerequisites: ENG102

ENG327 Film Theory and Criticism Students investigate and assess major critical perspectives on narrative cinema, from the journalistic approach to the ideological/theoretical approach. Students distinguish between film reviewing and film criticism and apply what they learn to their own analyses of specific works. Credits: 3 Prerequisites: ENG102 & ENG210

ENG328 Theory and Criticism of Literature

In this course, students will study the major schools of literary criticism, focusing on the formal (e.g. – deconstructive, reader-response, psychoanalytic) and the cultural (e.g. – Marxist, New Historicist, African-American, feminist) aspects of theory. Students will apply these theories to assigned works with recognized significance in the field. Students will write short responses to the theory and apply them. They will also undertake a major project where they undertake a fuller exploration of the two main approaches to theory (formal and cultural). Credits: 3 Prerequisites: ENG280

ENG345 Grant Writing

Students practice the activities and skills involved in the research and writing of grant proposals for corporations, nonprofit organizations, small businesses, and government agencies. Credits: 3
Prerequisites: ENG102

ENG366 Interdisciplinary Honors Studies

The course allows students to focus on a narrow topic, examining it from two diverse academic disciplines. Topics will vary. (The course is open to honors program participants) Credits: 3

ENG373 Major Authors

Major Authors is a semester long study of a single or small group of writers with a degree of attention not possible in a survey class. Students will read several works by the authors being considered, looking for connections between their work and the work of related authors. Authors studied in this class are selected on the basis of their significance to the development of English-language literatures and the high level of their accomplishment. Students will complete a written project of significant length focusing on one more of the authors studied that semester. Credits: 3 Prerequisites: ENG102

ENG400 Advanced Projects

Special one-semester classes and seminars with varying subject matter designed for majors at the junior and senior level. The topic will be announced in the schedule of classes. May be taken three times for credit with change of topic. Requires permission of the instructor and division chairperson. Credits: 3

ENG406 Topics Cont Writing

Instructor and students will dig deeply into an aspect of writing. Published works will be read closely to learn what lessons they have for us, and they will be applied to student writing. Discussions, readings, and workshops will make better writers and better writing. Topics will vary. Course may be repeated one time, for additional credit Credits: 3 Prerequisites:

ENG411 Rhetorical Analysis and Criticism

We use language and other symbols to shape the world in which we live. Rhetorical theory and analysis encourages understanding of how those symbols function, and rhetorical criticism is the process through which we assess and analyze specific symbolic acts. This course will explore historic and current trends in rhetorical criticism and theory. Credits: 3 Prerequisites: ENG222

ENG412 Composition for Prospective Teachers

This course combines frequent writing practice with discussions of rhetorical theories and strategies for teaching writing. Students will examine how linguistic and rhetorical theories apply to the teaching of writing and how teachers may evaluate student writing constructively. The course also provides information about professional resources and ways to design effective writing courses, assignments, and instructional materials. Several writing assignments give students firsthand experience with instructional techniques; a term project permits students to design a writing course, examine professional issues, or conduct original research. Credits: 3 Prerequisites: ENG102

ENG414 Shakespeare

A study of Shakespeare's comedies, tragedies, and histories, and of his cultural background.

Credits: 3 Prerequisites: ENG102

ENG418 Methods of Teaching English

A theoretical and practical study of the teaching of English at the secondary level. Not creditable toward the English major or minor. Credits: 3

ENG440 Senior Seminar

Students design and create capstone projects and portfolios for the undergraduate English major, in which the program core objectives are synthesized and applied. Credits: 3 Prerequisites: ENG102 & Senior Standing

ENG451 Internship II

Requires a minimum of 120 clock hours in an approved work situation. In addition to submitting a log of work activities with dates and times, the student will develop a complete portfolio illustrating internship activities and outcomes, with brief explanatory texts. The student will also prepare a resume. Credits: 3

EQA200 Introductory Projects

Special one-semester classes and seminars with varying subject matter. The topic of the course will be announced in the schedule of classes. May be taken three times for credit with change of topic.

Credits: 3

EQA300 Independent Study

Individually directed study on a topic not covered by regular course offerings. Requires permission of the instructor and the department chairperson. Credits: 3

EQA305 Techniques of Facility Management

This course will look at the daily operation, methodology and practice of equine facility management. It will introduce the student to how equine facilities are organized, how they operate and give the student hands-on experience in these areas. Topics related to the equine facility operations will be covered. This course will introduce the student to developing the techniques, working skills and habits of a professional equestrian. Managerial positions require the individual to be a self-starter, to have the self-discipline to establish and maintain their own work schedule and the perseverance to see the job to its completion. Those skills will be practiced in this class. Credits: 4 Prerequisites: Junior standing or permission of the instructor

EQA320 Equine Event Management

A theoretical and practical approach to managing horse shows, clinics, equine expositions, or events. Students obtain applied experience managing campus horse shows and clinics during the semester. Credits: 3 Prerequisites: Junior or Senior Standing

EQA390 Internship I

Requires a minimum of 120 clock hours in an approved work situation. The student must submit a log documenting the work dates and times and describing the work activities as they relate to the objectives of the EQA major. In addition, the student will submit three reflective essays that address the student's goals as they begin the internship, their evaluation of their experience at the midway point of the internship, and a final essay reflecting on their experience. Credits: 3

Requires the permission of the division chair.

EQA400 Advanced Projects

Special one-semester classes and seminars with varying subject matter designed for majors at the junior and senior level. The topic will be announced in the schedule of classes. May be taken three times for credit with change of topic. Requires permission of the instructor and division chairperson. Credits: 3

EQA420 Equine Administration Seminar

EQA Seminar is intended to further the students understanding of the mechanics of the running of an equestrian facility. There are two components to this course. The seminar component will be a discussion group that will focus on the practical aspects of accomplishing the course goals for the semester. The practical component will be supervising the EQA 3305 Techniques of Facility Management class students, and oversight of several areas of the facility and its operation. Students will also complete the EQA portfolio while enrolled in this course. Credits: 2 Prerequisites: EQA305 and Senior standing or permission of the instructor

EQA451 Internship II

Requires a minimum of 120 clock hours in an approved work situation. The student must submit a log documenting the work dates and times and describing the work activities as they relate to the objectives of the EQA major. In addition, the student will submit five reflective essays that address the student's goals as they begin the internship, their evaluation of their experience at the midway point of the internship, a final essays reflecting on their experience, their greatest strengths during the internship and finally their greatest weaknesses during the internship. Credits: 3

EQA452 Internship III

Requires a minimum of 240 clock hours in an approved work situation. The student must submit a log documenting the work dates and times and describing the work activities as they relate to the objectives of the EQA major. In addition, the student will submit five reflective essays that address the student's goals as they begin the internship, their evaluation of their experience at the midway point of the internship, a final essay reflecting on their experience, their greatest strengths during the internship and finally their greatest weaknesses during the internship. Students will submit a presentation detailing their experience upon completing the internship. Students are required to present their experience either in a LEAD event format, or as a class presentation or club presentation. Requires permission of division chair. Credits: 6

EQR101 Fundamentals of Horsemanship

This course is designed for the incoming student who aspires to major in EQS or EQA but who has very limited riding experience. Concepts to be covered include correctly catching and haltering the horse, proper grooming and cooling out, tacking up for Western and English seats, mounting and dismounting, proper aids for halt, walk, trot, lope/canter, back, posting, diagonals, leads at the lope/canter, using neck and direct reining, general horse safety and ring etiquette. (Required riding fee) Credits: 1

EQR111 Introduction to Forward Seat

This course is designed for the rider who is new to riding forward seat hunt. It covers basics of riding class protocol in the barn as well as the ring, extensive attention will be paid to fundamentals of position, control on the flat at walk, trot and canter, and important safety procedures leading to position and control over poles. This course may be repeated for credit (Required Riding fee) Credits: 1

EQR112 Introduction to Saddle Seat

This course is designed for the rider who is new to riding Saddle Seat. It covers basics of riding class protocol in the barn as well as the ring. Extensive attention will be paid to fundamentals of position control at the walk, trot, and canter leading up to 5-Gaited riding. This class may be repeated for credit. (Required riding fee) Credits: 1

EQR120 Fundamentals of Dressage

The fundamental principles of dressage are addressed in the applied course and are geared toward developing good sport, enjoyment, and safety. Topics include preparing both the rider and horse in basic training, the training center, use and care of dressage equipment, work on the lunge and rider position. This course may be repeated for credit. (Required riding fee) Credits: 1

EQR121 Fundamentals of Hunt Seat

This course covers the basics of riding the hunter type horse. Topics include type and fit of equipment, proper grooming and riding class protocol in the barn as well as the ring, the fundamentals of position, control on the flat and over small fences, and important safety procedures. This course may be repeated for credit. (Required riding fee) Credits: 0.5 - 1.0

EQR122 Fundamentals of Saddle Seat

This course covers the basics of riding saddle seat. Topics include the type and fit of equipment, proper grooming and cooling out procedures, riding class protocol in the barn as well as the ring, and the fundamentals of position and control. Student will be introduced to gaited work. This course may be repeated for credit. (Required riding fee) Credits: 1

EQR125 Fundamentals of Western

This course covers basic western equitation as well as fundamental warm-up techniques, training methods and show ring strategies for western riders and western horses. In addition, students will have the opportunity to explore riding and training a variety of breeds used in western disciplines. This course may be repeated for credit. (Required riding fee) Credits: 1

EQR200 Introductory Project

Special one-semester classes and seminars with varying subject matter. The topic of the course will be announced in the schedule of classes. May be taken three times for credit with change of topic.

Credits: 3

EQR214 Longlining and Driving

An introductory applied course in the methods of long lining and jogging a horse for basic exercise and driving of the light horse in the show ring. Prerequisite: Any applied riding class (Required Riding fee)
Credits: 1 Prerequisites:

EQR220 Intermediate Dressage

This applied course is a continuation of work on rider position with an emphasis on coordination of the aids. Basic schooling exercises and dressage movements are introduced emphasizing horse and rider fitness and the development of the impulsion gained through rhythm, relaxation, and tempo. This course may be repeated for credit. (Required riding fee) Credits: 1

EQR221 Intermediate Hunt Seat

Training of the show hunter, additional school figures, suppling exercises, longitudinal work, lateral work, solving special jumping problems, and riding and showing the hunter over indoor and outdoor courses. This course may be repeated for credit. (Riding fee) Credits: 1

EQR222 Intermediate Saddle Seat

This course provides for further development of all fundamental skills and introduces the student to the principles of showing saddle seat and the breeds of horses that emphasize this style of riding. Requirements for both performance and equitation classes will be covered. Ring figures, ring generalship, and use of both artificial and natural aids will be addressed. This course may be repeated for credit. (Riding fee) Credits: 0.5 - 1.0

EQR225 Intermediate Western

This course covers horsemanship, specific event warm-up techniques, training methods and show ring strategies for western riders and western horses. In addition, students will have the opportunity to explore riding and training a variety of breeds used in western disciplines. Students will be provided with opportunities to practice and refine training techniques on young, green, and finished western horses. This course may be repeated for credit. (Required Riding fee) Credits: 1

EQR226 Hunter Under Saddle

This applied riding course will cover instruction in “breed Show” hunter. This is different than forward seat hunt seat. Students will learn to effectively ride stock and saddle type hunters in rail and equitation classes. Emphasis will be placed on learning to show the horse to the best advantage in these classes. Skills such as head set and adjusting gait will be enhanced. Rules for the various governing breed associations will be covered pertaining to this event. Credits: 1

EQR320 Intermediate/Advanced Dressage

The objective of this course is to develop the rider's kinesthetic awareness and ability to supple the horse with a goal of acceptance and contact with the bit. Riders in this class will be required to participate in a least one show on campus during the semester. This course may be repeated for credit. (Riding fee) Credits: 1

EQR321 Int/Adv Hunt Seat

This course provides for further development of all fundamental through introductory knowledge and skills and introduces the philosophy of the hunter ride, hunter/equitation rules and protocol, analyzing course design, gymnastics, bending lines to jumps, rollbacks to jumps, and showing in both hunter and equitation classes over indoor and outdoor courses. This course may be repeated for credit. (Riding fee) Credits: 1

EQR32 Intermediate/Advanced Saddle Seat

This course provides for further development of all fundamental through introductory knowledge and skills. Refinement of the rider's use of aids, more complex ring figures, and techniques of obtaining the horse's headset and collection will be accomplished. This course may be repeated for credit. (Riding fee) Credits: 1

EQR325 Intermediate/Advanced Western

This course covers intermediate advanced horsemanship, specific event warm-up techniques, advanced training methods and show ring strategies for western riders and western horses. In addition, students will have the opportunity to explore riding and training a variety of breeds used in western disciplines. Students will be provided with opportunities to practice and refine training techniques on young, green,

and finished western horses and address retraining the older or ring sour horses. This course may be repeated for credit. (Required Riding fee) Credits: 1

EQR327 Intermediate Jumper

This course provides for further development of all fundamental through introductory knowledge and skills and introduces the philosophy of the jumper ride, jumper rules, jumper gymnastics, rollbacks to jumps, jumping angles, jumping at speed, and showing jumpers over small indoor and outdoor courses. This course may be repeated for credit. (Riding fee) Credits: 1

EQR420 Advanced Dressage

This course emphasizes the applied progression of a detailed and systematic approach to the training of both rider and horse in dressage. Topics include an emphasis on riding and training issues related to individual rider/horse goals. Cavaletti work, gymnastic exercises, and school figures are stressed as students develop an advanced independent seat and hand witnessed by the applied abilities to create soft, supple, straight, forward, and engaged movement. Riders in this class will be required to participate in at least one show on campus during the semester. This course may be repeated for credit. (Riding fee) Credits: 1

EQR421 Advanced Hunt Seat

This course provides for further development of all fundamental through intermediate knowledge and skill, and introduces the use of specialized equipment, additional school figures, additional suppling exercises, additional longitudinal exercises, additional lateral work, riding green or problem horses, the gymnastic of the hunter ride, and showing over bigger indoor and outdoor courses. This course may be repeated for credit. (Riding fee) Credits: 1

EQR422 Advanced Saddle Seat

This course provides for further development of all fundamental through intermediate skills and introduces the rider to advanced show ring techniques. Riders will have the opportunity to master more difficult horses. This course may be repeated for credit. (Required riding fee) Credits: 1

EQR425 Advanced Western

Students will be engaged in training young, green horses and retraining problem horses within the western string as well as addressing specific challenges with young, green, and finished horses during the semester. Analysis of training methods, developing training programs to meet specific training goals, and evaluation of client satisfaction are component of this course. This course may be repeated for credit. (Required riding fee) Credits: 1

EQR427 Advanced Jumper

This course provides for further development of all fundamental through intermediate knowledge and skills and introduces the use of specialized equipment, additional school figures, additional suppling exercises, additional longitudinal exercises, additional lateral work, riding green or problem horses, the gymnastics of the jumper ride, walking and analyzing jumper courses, riding the parallel approach, and showing over bigger indoor and outdoor courses. This course may be repeated for credit. (Required riding fee) Credits: 1

EQS200 Introductory Projects

Special one-semester classes and seminars with varying subject matter. The topic of the course will be announced in the schedule of classes. May be taken three times for credit with change of topic Credits: 3

EQS205 Survey of Saddle Seat Training Methods

This course will cover the training methodologies of several Missouri saddle horse trainers. Students will have the opportunity to visit nearby training barns and observe the training methods for themselves. It will be a comparative study of each trainer's approach to preparing a horse for the show ring. Students will also learn about techniques used by trainers throughout the United States by reading the most recent magazine articles. Credits: 1

EQS212 Theory of Teaching Techniques I

An introduction to applied riding instruction. Credits: 3 Prerequisites: EQU 111 and 117

EQS230 Teaching Techniques II Dressage

This course offers a practical teaching approach assisting an instructor with an applied riding class. Observing class management and teaching skills, as well as riding student and peer teaching assessment will be practiced. Students will meet at the scheduled course time with all teaching techniques students

in their discipline and will also serve as a teaching assistant for one applied riding course. Credits: 1
Prerequisites: EQS212, PED 104

EQS231 Teaching Techniques II Hunter/Jumper

This course offers a practical teaching approach assisting an instructor with an applied riding class. Observation, class management and teaching skills, as well as riding student and peer teaching assessment will be practiced. Students will meet at the scheduled course time with all teaching techniques students in their discipline and will also serve as a teaching assistant for one applied riding course. Credits: 1 Prerequisites: EQS212, PED104

EQS232 Teaching Techniques II Saddle Seat

This course offers a practical teaching approach assisting an instructor with an applied riding class. Observing class management and teaching skills, as well as riding student and peer teaching assessment will be practiced. Students will meet at the scheduled course time with all teaching techniques students in their discipline and will also serve as a teaching assistant for one applied riding course. Credits: 1
Prerequisites: EQS212, PED104

EQS235 Teaching Techniques II Western

This course offers a practical teaching approach assisting an instructor with an applied riding class. Observing class management and teaching skills, as well as riding student and peer teaching assessment will be practiced. Students will meet at the scheduled course time with all teaching techniques students in their discipline and will also serve as a teaching assistant for one applied riding course. Credits: 1 Prerequisites: EQS212, PED104

EQS300 Independent Study

Individually directed study on a topic not covered by regular course offerings. Requires permission of the instructor and the division chairperson. Credits: 3

EQS304 Theory of Equine Behavior & Training Methods

This course will provide the student with a survey of equine behavior and training techniques through videos, research and required reading. The physical and mental processes that contribute to equine behavior will be covered. A variety of methods of working with the foal, haltering, leading, early

handling procedures, longing, long lining biting and backing the colt will be covered. Credits: 3
Prerequisites: Junior/Senior standing or permission of instructor

EQS306 Practical Equine Anatomy & Conditioning

This course primarily focuses on the horse's musculoskeletal system or "the anatomy of movement," although other important points of equine anatomy will be examined. Conditioning programs for these anatomical systems will be studied and integrated in the development of conditioning programs applicable to various performance horses and their specific needs. Digestive physiology and the development of appropriate feeding programs for the modern performance horse will be covered. Overview of proper farrier methods for all horses will be reviewed while the applicable variations of shoeing in the different performance disciplines will be studied. Credits: 3
Prerequisites: EQU 111 and EQU 117

EQS311 Tack Construction and Repair

The student will learn basic techniques of the construction and the repair of tack. (Lab fee)
Credits: 1

EQS320 Origins of Modern Riding

This course will explore the horse/human relationship from prehistory through modern times and how that relationship has evolved. The development of modern riding will be explored through equestrian literature and artwork. Credits: 3

EQS327 Applied Groundwork

Students will work one on one with younger horses which have had little or no prior training. Hands on course including round pen, long lining/ground driving, introduction of grooming, tack, desensitizing to prepare horse to be ridden. This course may be repeated for credit. Credits: 2

EQS328 Equine Evaluation

This course addresses breed/type specifics and form to function in relation to movement and performance requisites. Students will compare and contrast principles of ideal conformation,

temperament, serviceability, movement and competitive ability.
EQS 201 or EQS306

Credits: 3

Prerequisites:

EQS330 Dressage Issues

This course addresses a wide range of topics geared to developing the student's knowledge as it relates to the history, breeding, and selection of the dressage horse. The progressive training scale and development of both national and international issues as they relate to competition and governing associations which address local, regional, national, and Olympic goals will be considered. Credits: 2

EQS331 Hunter/Jumper Issues

This course is designed to give the student a better understanding of the theories of riding hunt seat and important issues the hunter jumper industry faces today. The course will cover a brief history of hunt in the U.S., theories of riding and training, USEF rules, bits and equipment, shoeing, suitability of horses to the intended use, course design, judging hunters and jumpers, jumping mechanics, and problem solving for the hunters and jumpers. Credits: 2 Prerequisites:

EQS332 Saddle Seat Issues

Current issues in riding and showing saddle seat and the breeds of horses that emphasize this style of riding. Topics will include the theories and systems of riding, training theories as they apply to riding, the recent history of the seat and show ring rules and strategies. Credits: 2

EQS333 History of the Breeds and Bloodlines

A historical survey course on the development of the world's horse breeds with emphasis on breeds developed in the United States. Course topics include horse evolution, domestication, the emergence of specific horse "types" leading to actual breeds and the influence that the horse has had on all aspects of human culture. A multifaceted research project of the student's choice will be required. Credits: 3

EQS335 Western Issues

This class explores current issues and debates within the western horse industry. Various training methods and future trends are discussed. Aspects of the industry will be covered through research and

lecture and students will utilize a variety of learning methods including, case studies, presentations, essays and a major research project. Credits: 2

EQS340 Teaching Techniques III - Dressage

A practical teaching class which continues the development of applied teaching skills. Assistance with an applied riding class will occur. Observation, class management, teaching skills, and riding student and peer teaching assessment will be practiced. Students will meet at the scheduled course time with all teaching techniques students in their discipline and will also serve as a teaching assistant for one applied riding course. Credits: 2 Prerequisites: Any Teaching Techniques II and PED104

EQS341 Teaching Techniques III - Hunter/Jumper

A practical teaching class which continues the development of applied teaching skills. Assistance with an applied riding class will occur. Observation, class management, teaching skills, and riding student and peer teaching assessment will be practiced. Students will meet at the scheduled course time with all teaching techniques students in their discipline and will also serve as a teaching assistant for one applied riding course. Credits: 2 Prerequisites: Any Teaching Techniques II and PED104

EQS342 Teaching Techniques III - Saddle Seat

A practical teaching class which continues the development of applied teaching skills. Assistance with an applied riding class will occur. Observation, class management, teaching skills, and riding student and peer teaching assessment will be practiced. Students will meet at the scheduled course time with all teaching techniques students in their discipline and will also serve as a teaching assistant for one applied riding course. Credits: 2 Prerequisites: Any Teaching Techniques II and PED 104

EQS345 Teaching Techniques III - Western

A practical teaching class which continues the development of applied teaching skills. Assistance with an applied riding class will occur. Observation, class management, teaching skills, riding student and peer teaching assessment will be practiced. Students will meet at the scheduled course time with all teaching techniques students in their discipline and will also serve as a teaching assistant for one applied riding course. Credits: 2 Prerequisites: Any Teaching Techniques II and PED104

EQS351 Teaching Techniques IV - Dressage

A practical teaching course that continues the development of applied teaching skills. Assistance with an applied riding class will occur. Observation, class management, teaching skills, and riding student and peer teaching assessment will be practiced. Students will meet at the scheduled course time with all teaching techniques students in their discipline and will also serve as a teaching assistant for one applied riding course. Credits: 2 Prerequisites: Any Teaching Techniques III and PED104

EQS352 Teaching Techniques IV - Hunter/Jumper

A practical teaching course that continues the development of applied teaching skills. Assistance with an applied riding class will occur. Observation, class management, teaching skills, and riding student and peer teaching assessment will be practiced. Students will meet at the scheduled course time with all teaching techniques students in their discipline and will also serve as a teaching assistant for one applied riding course. Credits: 2 Prerequisites: Any Teaching Techniques III and PED104

EQS353 Teaching Techniques IV - Saddle Seat

A practical teaching course that continues the development of applied teaching skills. Assistance with an applied riding class will occur. Observation, class management, teaching skills, and riding student and peer teaching assessment will be practiced. Students will meet at the scheduled course time with all teaching techniques students in their discipline and will also serve as a teaching assistant for one applied riding course. Credits: 2 Prerequisites: Any Teaching Techniques III and PED104

EQS355 Teaching Techniques IV - Western

A practical teaching course that continues the development of applied teaching skills. Assistance with an applied riding class will occur. Observation, class management, teaching skills, and riding student and peer teaching assessment will be practiced. Students will meet at the scheduled course time with all teaching techniques students in their discipline and will also serve as a teaching assistant for one applied riding course. Credits: 2 Prerequisites: Any Teaching Techniques III and PED104

EQS376 Equine Anatomy and Physiology

This course is designed to develop an understanding of equine anatomy and physiology. Special attention will be given to the field of exercise physiology as it relates to the equine athlete. Students in this course will investigate the structure and function of the equine musculoskeletal, cardiovascular, respiratory, digestive, nervous and endocrine systems. Equine specific adaptations will be emphasized throughout the course. Credits: 3 Prerequisites: EQS306 or EQU117, EQU118

EQS390 Internship I

Requires a minimum of 120 clock hours in an approved work situation. The student must submit a log documenting the work dates and times and describing the work activities as they relate to the objectives of the EQS major. In addition, the student will submit three reflective essays that address the student's goals as they begin the internship, their evaluation of their experience at the midway point of the internship, and a final essay reflecting on their experience. (Requires permission of the division chair).
Credits: 3

EQS400 Advanced Projects

Special one-semester classes and seminars with varying subject matter designed for majors at the junior and senior level. The topic will be announced in the schedule of classes. May be taken three times for credit with change of topic. Requires permission of the instructor and division chairperson. Credits: 3

EQS404 Veterinary Medicine and Reproduction

This course is an advanced study of equine veterinary topics. Open only to students with senior standing. Credits: 3 Prerequisites: EQU 117, EQS 306 and Senior Standing

EQS411 Teaching Techniques Seminar

This capstone course will explore the logistics of teaching and managing lessons and a lesson program. Students will complete the required EQS portfolio while they are enrolled in this course. Students will meet at the scheduled course time with all seminar teaching techniques students and will also serve as a teaching assistant for one applied riding course. Credits: 2 Prerequisites: Successful completion of the Equestrian Science

EQS412 Advanced Teaching Practicum

This course will provide opportunities for further development of teaching skills through observation of teaching methods and practical teaching experience. May be repeated once for credit. Credits: 1
Prerequisites: EQS411 and permission of the instructor Prerequisites: Teaching Tech IV any discipline

EQS416 Veterinary Techniques Practicum

Students will explore a variety of veterinary techniques used to manage performance horses as well as routine health management in the classroom and lab setting. Emergency care and treatment will be addressed as well as aftercare. Credits: 3 Prerequisites: EQS306 and EQU391

EQS451 Internship II

Requires a minimum of 120 clock hours in an approved work situation. The student must submit a log documenting the work dates and times and describing the work activities as they relate to the objectives of the EQS major. In addition, the student will submit five reflective essays that address the student's goals as they begin the internship, their evaluation of their experience at the midway point of the internship, a final essay reflecting on their experience, their greatest strengths during the internship and finally their greatest weaknesses during the internship. Credits: 3 Prerequisites: Requires permission of Division Chair

EQS452 Internship III

Requires a minimum of 240 clock hours in an approved work situation. The student must submit a log documenting the work dates and times and describing the work activities as they relate to the objectives of the EQS major. In addition, the student will submit five reflective essays that address the student's goals as they begin the internship, their evaluation of their experience at the midway point of the internship, a final essay reflecting on their experience, their greatest strengths during the internship and finally their greatest weaknesses during the internship. Students will submit a presentation detailing their experience upon completing the internship. Students are required to present their experience either in a LEAD event format, or as a class presentation or club presentation. Credits: 6
Prerequisites: Requires permission of Division Chair

EQU111 Introduction to the Horse Industry is course is an introduction to equestrians and horse organizations and their objectives including the extent of horse sport on the national and international level. The role of the horse in today's society will be explored. The four WWU disciplines of Dressage, Hunter/Jumper, Saddle Seat and Western along with their respective practices will be surveyed. Points concerning horse behavior, care of the domesticated horse, developing a professional lexicon and the importance of proper fitting and uses of basic tack will be covered. The course will also explore employment opportunities and practices in the industry. Credits: 3

EQU117 Theory of Performance Horse Health Management I

Students will explore horse behavior and handling, elements of practical management skills, the normal horse, health issues, lameness, drug and medications and competitive drug rules. Credits: 3

EQU118 Theory of Performance Horse Health Management II

Students will further explore more elements of practical management skills, the normal horse, health issues, lameness, drugs and medications and competitive drug rules. Credits: 3 Prerequisites: EQU117

EQU200 Introductory Projects

Special one-semester classes and seminars with varying subject matter. The topic of the course will be announced in the schedule of classes. May be taken three times for credit with change of topic.

Credits: 3

EQU201 Horse Management Practicum I

An introduction to applied horse management emphasizing the day to day care of horses. All aspects of the daily care and health management of a string of horses will be practiced. (Required grade of C or higher to satisfy major requirements). Credits: 3 Prerequisites: EQU 111 and EQU 117

EQU211 Survey of Equine Assisted Therapies

This course provides an overview of the Equine-Assisted Therapy movement in the U.S. and abroad. Students will learn about Therapeutic Riding, Equine-Assisted Psychotherapy, Equine-Assisted Learning, and other topics pertinent to the rapidly growing field of Equine-Assisted Therapy. Students will explore what it takes to become a PATH International Certified Riding Instructor and will obtain information that will help them through that process, should they want to become certified, Students will also be required to attend regular off-campus labs to gain hands-on experience in the field. Credits: 3

EQU221 Stable Management

This course focuses on the design and management of safe working equestrian facilities that provide healthy environments for horses and their caretakers. Topics include the behavioral needs of horses and

how they influence management methods as well as the design and maintenance of stables and layouts of complete equestrian facilities. Developing management routines for all aspects of the care of the stabled/pastured horse. Identifying skills needed for dealing with machinery, animal waste, emergencies and security. Evaluation of record keeping, hiring of competent employees, and the importance of professionalism in all aspects of your management methods including the working relationship needed with skilled professionals such as your farrier/veterinarian. Credits: 3 Prerequisites: EQU 111 and EQU 117

EQU311 Conflicts and Controversies in the Equine Industry

Students will explore ethical and moral dilemmas within the Equine Industry. Issues may include slaughter, euthanasia, unwanted horse solutions, Mustangs, cloning, embryo transfer, federal land use, GMOs, land use regulations. Students expected to form educated opinions on these subjects and be able to respond in a non-emotional way to someone outside the Industry. Major project centered on a bill currently in progress which will impact the industry. Credits: 3

EQU391 Horse Management Practicum II

An applied management course emphasizing the further development of the skills necessary for the day to day care of horses. All aspects of the daily care and health management of a larger string of horses will be practiced. (Required grade of C or higher to satisfy major requirements - must be taken before student accumulates 90 credit hours.) Credits: 4 Prerequisites: EQU 201; passed with C grade or higher.

EQU401 Advanced Horse Management

The Advanced Horse Management student will have the opportunity to practice and develop further proficiency in horse management of the school horse as well as have the opportunity to act as a role model and mentor for students in the EQU201 and EQU394 classes. In addition, interpersonal relationships with students, peers, faculty members and equine professionals involves in the care of the schools horses will be practiced. The advanced Horse Management student should experience skill development in all aspects of the Horse manager's job along with mentoring/leadership skills. Credits: 2 Prerequisites: EQU391

EQU403 Equine General Studies Senior Seminar

Students enrolled in Equine General Studies Senior Seminar will actively engage in researching, developing, refining and evaluating a comprehensive, student generated portfolio within their chosen

concentration. The student will work collaboratively with both their peers and with faculty currently teaching coursework in their Equine General Studies concentration. In Addition, students will be engaged in practical application of their concentration through real world experiences facilitated by the course instructor. Credits: 3 Prerequisites: Senior Standing

EQU405 Equine Business Practices

This lecture course is designed to provide an overview of equine business practices. Three main course elements include: horse transactions (buying, selling, leasing, donating, contracts, etc.), and business management (business plans, personnel management, customer relations, advertising, marketing, legal issues, taxation, insurance, record keeping, book keeping, leadership principles, etc.). Credits: 3
Prerequisites: Senior Standing

EQU415 Equestrian Senior Portfolio

Students will complete their required EQA, EQS, and EQGS portfolio during the class. Reflective writing and a thorough understanding of program objectives for the equestrian studies major are a focus of this course. Credits: 2 Prerequisites: EQA420, EQS411 or EQU403

ESL100 Intensive Introduction to ESL

Intensive ESL is a multidisciplinary course for learners of English, presented on four levels, to acquaint incoming international students with university academics and English language study. Classes provide practice in speaking with a focus on conversation and pronunciation, listening comprehension, reading and writing, with a focus on vocabulary from the Academic Word List, and grammar review. Additional activities are designed to familiarize learners with American life, culture and customs, to become acclimated to the new university environment.

ESL101 English as a Second Language I

A beginning class for students who need to develop reading, speaking, and writing skills. Instruction focuses on vocabulary, English grammar, basic sentence structure, and listening/speaking skills.

ESL102 English as a Second Language II

A course for students who have difficulty with sentence-level grammar, reading, writing and oral communication. Classes will include an intensive review of English vocabulary and grammar, sentence

structure, and listening/speaking skills, using an integrated approach to develop these skills.

ESL103 English as a Second Language III

Students will move into more advanced listening and conversation skills in the English language. In addition, further study of grammar, spelling, and vocabulary will be used to develop better English writing skills.

ESL104 English as a Second Language IV

This class continues the multi-skills syllabus found in ESL III, improving communicative listening and conversation skills, integrating structures of English language, with a focus on spelling, vocabulary, grammar review and practice, and the study of sentence structure to improve accuracy in writing at the academic level. ESL III or teacher referral is required to take this class.

ESL201 TOEFL Preparation I

This course is designed to help international students with reading and vocabulary skills. It should help in preparation for the TOEFEL test.

ESL202 Reading and Vocabulary

This course provides students with the opportunity to develop their vocabulary and reading skills and learn the strategies required to comprehend academic textbooks, technical journals and literature related to their fields of study.

ESL203 Reading and Writing II

This course will provide students with the opportunity to advance their vocabulary, reading, and writing skills specific to business theory, and application. Students will learn strategies required to comprehend business publications and research, as well as day-to-day applications in a business setting.

EXS103 Nutrition

This course will introduce nutrient functions and the effects of various supply/demand states on physical well-being. Discussion will include the role of carbohydrates, fats, proteins, vitamins, minerals, and hydration on performance. Credits: 3

EXS180 Portfolio Development

An introduction to the William Woods University Electronic Portfolio process that is required for all Exercise Science students. Credits: 1

EXS310 Advanced Human Nutrition

Emphasize exercise metabolism and its role in nutrition. Credits: 3 Prerequisites: EXS103

EXS315 Exercise Technique and Prescription

Properly performed exercise has enormous health benefits. It reduces the risk of many diseases, increases functional capacity, and improves the quality of our lives. In this course you will learn proper aerobic and anaerobic exercise techniques. After learning proper techniques you will learn how to prescribe exercise to varying populations. Credits: 3 Prerequisites: PED 221, PED 205 or BIO 313

EXS390 Exercise Science Internship I

Course requires a minimum of 120 clock hours in an approved work situation.* the student must submit a log documenting the work dates and times and describing the work activities according to at least three pre-approved objectives. In addition, the student will submit three essays describing and evaluating each of the following: the role of the on-site supervisor, the quality of the work environment, and the usefulness of extended internship activities. The student will also prepare a resume. Requires permission of the instructor and the division chair. *The approved situation would require direct supervision by an individual holding a degree in business. Credits: 3 Prerequisites: Permission

EXS405 Exercise Program Design

Designing a safe and effective resistance and aerobic training program involves the consideration and manipulation of certain variables. In this course on program design you will learn to assess a client's current fitness status, exercise experience, and primary fitness goal. Credits: 3 Prerequisites: PED 205 (or BIO313) and EXS315

EXS451 Exercise Science Internship II

Course requires a minimum of 120 clock hours in an approved work situation.* In addition submitting a log of work activities with dates and times, the student will develop a complete portfolio documenting internship activities and outcomes, with brief explanatory texts. The student will also prepare a resume.

Requires permission of the instructor and the division chair. *The approved situation would require direct supervision by an individual holding a degree in business. Credits: 3 Prerequisites: Permission

EXS452 Exercise Science Internship III

This course requires a minimum of 240 clock hours in an approved work situation.* In addition to submitting a log of work activities with dates and times, the student will submit a substantial essay according to a pre-approved outline that will describe the relationship or integration of theory (curriculum) and practice (internship). The discussion of theory and practice should cover knowledge, methodology and value development. The student will also prepare a resume. Requires permission of the instructor and the division chair. *The approved situation would require direct supervision by an individual holding a degree in business. Credits: 6 Prerequisites: Permission

EXS460 Principles of Strength and Conditioning

Becoming certified by the National Strength and Conditioning Association is the foal for most strength and conditioning specialists and sports medicine professionals. This course will help the strength and conditioning professional maximize the physical performance potential of the athlete without incurring injuries. This course utilizes the disciplines of anatomy, biochemistry, biomechanics, endocrinology, nutrition, exercise physiology, and sport psychology. Credits: 3 Prerequisites: PED131, PED321, PED322

GEO200 Introductory Projects

Special one-semester classes and seminars with varying subject matter. The topic of the course will be announced in the schedule of classes. May be taken three times for credit with change of topic. Credits: 3

GEO201 Regions and Nations of the World I -D

An introductory survey of the world's geographical regions, focusing on essential characteristics and major problems of the more developed regions, including Europe, the region of the former Soviet Union, Australia, Anglo-America, and Japan. Credits: 3

GEO202 Regions and Nations of the World II -D

A continuation of GEO 201, focusing on essential characteristics and major problems of the less developed regions including Asia, the Middle East, Africa, and Latin America. Credits: 3

GEO300 Independent Study

Special one-semester classes and seminars with varying subject matter. The topic of the course will be announced in the schedule of classes. May be taken three times for credit with change of topic. (Lab fee) Credits: 3

GEO400 Advanced Projects

Special one-semester classes and seminars with varying subject matter designed for majors at the junior and senior level. The topic will be announced in the schedule of classes. May be taken three times for credit with change of topic. Requires permission of instructor and the division chair. Credits: 3

HIS101 Western Civilization I

An interpretive survey of the major social, political, intellectual and cultural developments of the world from the ancient era through the fifteenth century. Attention is given to such topics as the conflict between religion and politics, the role of religion in cultural development, and the interplay between community and individual rights and responsibilities. Credits: 3

HIS102 Western Civilization II

A continuation of HIS 101 stressing the political, social, cultural, and intellectual developments of major world civilizations from 1500 to the present. Special attention is given to the intellectual and industrial revolutions, the rise of science, capitalism and socialism. A student may take this course without having HIS 101. Credits: 3

HIS103 History of the United States I -H

A survey of American history from the beginnings of colonization through the Civil War. Credits: 3

HIS104 History of the United States II -H

A survey of American history from the end of the Civil War to the present. A student may take this course without having HIS 103 Credits: 3

HIS200 Introductory Projects

Special one-semester classes and seminars with varying subject matter. The topic of the course will be announced in the schedule of classes. May be taken three times for credit with change of topic.

Credits: 3

HIS210 History of Missouri

This course takes a broad approach to the history of Missouri. We will place the state within a national and international context while concentrating on social and environmental history and touching on many other historical fields. In addition to the history of the state, issues of geography, anthropology, and other fields will inform our discussion. Credits: 3

HIS215 Native America

An introduction to main currents and continuing themes in the history and culture of the Native peoples of North America with particular focus upon those nations whose historic homelands now constitute the United States. Emphasized are those aspects of Native traditions which have particular relevance for the contemporary circumstances of individual Native Americans and tribal nations. Course content and activities are structured to afford substantial exposure to the dynamic of cross cultural conflict and the dynamics of that cultural preservation in circumstances of socioeconomic and political subjugation.

Credits: 3

HIS216 African-American History

This course is conceived on the belief that one cannot truly understand either the history of the United States, or contemporary American society without a thorough understanding of both African-American history, and the centrality of race in American History. This is a nation built upon a foundation of African-American slavery, profoundly molded by the construction of racial ideology as a way of justifying

that slavery, and fundamentally shaped by the struggles of former slaves and their descendants for full and equal citizenship in the American nation. This course will explore the role of race and the history of African-Americans from the founding of the country through the present. Credits: 3

HIS220 Social Movements of the 1960's

A survey of modern revolutionary movements which produced changes in the structures of societies in transition, and explores the preconditions for those movements, their ideologies, patterns of leadership, and strategies used to seize power. The course considers traditional theories of collective behavior, and examines recent theoretical and empirical debates about the nature of contemporary social and political movements. Particular emphasis will be placed on the 1960's which encompasses the influence of rock and roll, the civil rights movement, the women's movement, political problems of the decade, the presidency, student protests, the Vietnam war, and environmental concerns. Credits: 3

HIS300 Independent Study

Individually directed study on a topic not covered by regular course offerings. Requires permission of the instructor and the division chairperson. Credits: 3

HIS310 Women in America

An analysis of the changing status and role of women in American society from the Colonial period to the present. Credits: 3

HIS312 Lib,Cons & Radcls 20th Cent America

This course examines the history of the liberalism, conservatism, and radicalism in America from the Progressive Era through the present. It explores the different ideologies and philosophies, social and political movements, and cultural formations that have come to be labeled as "liberal", "conservative", and "radical" and ways in which each have developed in conjunction with the others. It considers the ways in which liberals, conservatives, and radicals have understood and approached such historical issues as: the role of the federal government, capitalist development, foreign policy, race relations, religion, popular culture, and issues of gender and sexuality. Throughout, it focuses on grassroots social movements as well as national politicians, intellectuals, and institutions. It also will consider these issues from within a larger international perspective. Credits: 3

HIS316 Built Environment in American History

This course examines the ways in which Americans from the colonial period to the present have shaped their physical surroundings and in turn been shaped by those built environments. It focuses on the importance of the space and place in American history by exploring the physical landscapes of large cities, small towns, rural communities, and sprawling suburbs; the development of regions like the South, the Industrial Belt, the Sunbelt, and the West; and the role of human products like farms, factories, railroads, houses, main streets, chain restaurants, and Wal-Marts. Throughout, it traces how these built environments both shaped and were shaped by individuals and communities, culture, politics, and the economy. Credits: 3

HIS318 Sports in American History

This course traces the history of sports in America culture and society from the informal folk games to the colonial period to the multibillion entertainment industry of today. It will explore the ways in which sports has both shaped and been shaped by larger historical forces such as industrialization, urbanization, commercialization, and globalization. Throughout, it will focus on how sports have intersected with politics as well as issues of race and ethnicity, class, gender, and sexuality. Credits: 3

HIS321 Nineteenth Century Europe

An analysis of Europe in the period between the French Revolution and the First World War. The focus will be on the tremendous economic, social, and political changes wrought by the growth of democracy and by industrialization. Credits: 3

HIS340 The Ancient World

An examination of the roots of classical civilization in Greece and Rome from the first flowering of Greek civilization in 500 B.C. to the fall of Rome in 500 A.D. Special consideration will be given to the special political, intellectual, social, and cultural developments that are the origins of Western Civilization. Credits: 3

HIS341 Twentieth Century Europe

An analysis of Europe since the First World War. Topics include both wars, the rise of dictatorships, the Cold War, the role played by the United States in European affairs, and the peculiar resurgence of nationalism in an increasingly internationalist Europe. Credits: 3

HIS353 Nazi Germany

A study of the political, economic, and social conditions of Germany after World War I which gave rise to the Nazi movement and its leaders, as well as to the rise and fall of the Third Reich. Credits: 3

HIS366 Interdisciplinary Honors Studies

The course allows students to focus on a narrow topic, examining it from two diverse academic disciplines. Topics will vary. (The course is open to honors program participants) Credits: 3

HIS370 Renaissance and Reformation

History of Western Europe (including England) from the fourteenth through the seventeenth century. Topics include the development of Italian humanism, new directions in political theory and practice, commercial and technological change, expanding geographical horizons, and the origins, development and impact on political economic, social and cultural life of the Protestant, Catholic and Radical Reformation movements. Credits: 3 Prerequisites: Any 100 level HIS

HIS390 Internship I

Requires a minimum of 120 clock hours in an approved work situation. The student must submit a log documenting the work dates and times and describing the work activities according to at least three pre-approved objectives. In addition, the student will submit three essays describing and evaluating each of the following: the role of the on-site supervisor, the quality of the work environment, and the usefulness of extended internships. The student will also prepare a resume. Requires permission of division chair. Credits: 3

HIS400 Advanced Projects

Special one-semester classes and seminars with varying subject matter designed for majors at the junior and senior level. The topic will be announced in the schedule of classes. May be taken three times for credit with change of topic. Requires permission of instructor and the division chair. Credits: 3

HIS416 African-American History

This course is conceived on the belief that one cannot truly understand either the history of the United States, or contemporary American society without a thorough understanding of both African-American history, and the centrality of race in American History. This is a nation built upon a foundation of African-American slavery, profoundly molded by the construction of racial ideology as a way of justifying that slavery, and fundamentally shaped by the struggles of former slaves and their descendants for full and equal citizenship in the American nation. This course will explore the role of race and the history of African-Americans from the founding of the country through the present. Credits: 3

HIS418 Methods of Teaching

This course examines theoretical and practical study of the teaching of social studies at the secondary level. This course requires five (5) hours of clinical experience. Credits: 3

HIS423 Senior Seminar

The practical application of the techniques of historical research, analysis, and composition, culminating in a research paper based in part on primary documentation. Required for all history majors in their senior year. Open to other students with permission of the instructor. Credits: 3

HIS435 The Thought & The Deed: The History & Philosophy of Terrorism

An overview of the history and philosophy of terrorism with particular emphasis upon its manifestations in the modern world (1815-Present) and including a focus upon the relationship between ideology and action. Credits: 3

HIS451 Internship II

Requires a minimum of 120 clock hours in an approved work situation. In addition to submitting a log of work activities with dates and times, the student will develop a complete portfolio illustrating internship activities and outcomes, with brief explanatory texts. The student will also prepare a resume. Requires permission of division chair. Credits: 3

HIS452 Internship III

This course requires a minimum of 240 clock hours in an approved work situation.* in addition to submitting a log of work activities with dates and times, the student will submit a substantial essay according to a pre-approved outline that will describe the relationship or integration of theory (curriculum) and practice (internship). The discussion of theory and practice should cover knowledge, methodology, and value development. * The approved situation would require direct supervision by an individual holding a degree in history. Requires permission of division chair. Credits: 3

HUM113 Career Exploration

This course is designed to introduce students to career development concepts from a strengths-based approach. Students will explore a variety of career-related issues and themes, including identifying career and academic interests, resume writing, job search strategies, interviewing and networking. This course is intended to be an introduction to these concepts and set the foundation for further exploration and development throughout one's college career. Credits: 1

HUM117 Sports Ethics

The purpose of this course is to develop a problem solving approach to current ethical problems in leisure, physical education, and sport. Emphasis will be on training students to analyze, evaluate, articulate, and defend logical positions on issues related to sport. Credits: 3

HUM200 Introductory Projects

Special one-semester classes with varying subject matter. The topic of the course will be announced in the schedule of classes. May be taken three times for credit with change of topic. Credits: 3

HUM212 Religion and Education -D

A Study of the diversity inherent within religion and education as the two areas collide. Credits: 3

HUM213 The Bible & Modern Culture

This class explores the literary influence of the Bible on the larger culture and how ancient texts have been read and reimagined in music, film, literature, art, architecture, political policy and public debate about social values. We'll survey various approaches to textual interpretation, consider both contested and creative readings of biblical texts and analyze the use and abuse of biblical texts among different reading communities. Credits: 3

HUM237 Wds Arnd World

In this course students will explore a specific country or culture. Over the university's spring break the class will travel to the country of study or an area of the United States where the culture is represented in order to experience the textbook studies as they naturally occur. Credits: 1

HUM240 Toward a Life of Service-D

This would be an examination of community service and community responsibility. Students will explore philosophies of community service as well as develop their own philosophy through readings, class discussions, and reflective writing assignments. In addition to their academic work, students would select their own project from a list of pre-approved projects with local agencies and institutions. They would perform approximately 30 hours of community service for their projects. Credits: 3

HUM366 Interdisciplinary Honors Studies

The course allows students to focus on a narrow topic, examining it from two diverse academic disciplines. Topics will vary. (The course is open to honors program participants) Credits: 3

HUM400 Advanced Projects

Special one-semester classes and seminars with varying subject matter designed for majors at the junior and senior level. The topic will be announced in the schedule of classes. May be taken three times for credit with change of topic. Requires permission of instructor and the division chair. Credits: 3

IFL105 Basic Research

Covers the research process, how to effectively evaluate and use information of all types, and current issues related to information, technology and higher education. Credits: 1

IFL115 Basic Information Literacy

In order to be an effective participant of the Information Age, a person must first be able to recognize when information is needed and then be able to locate, evaluate and effectively use the needed information. This set of skills forms the basis for lifelong learning. Upon successful completion of the course, you will be able to locate and critically evaluate information, apply appropriate research results in the completion of the other academic course assignments, as well as jump-start your academic and personal life. Credits: 3

IFL205 Designing Qualitative Research

This is intended to develop the student's ability to demonstrate the use of bibliographies, indexes, dictionaries, encyclopedias, web sites and other sources of information in print and electronic form in the creation of an annotated bibliography related to a specific research goal. Credits: 1

Prerequisites: IFL105

IFL315 Advanced Information Literacy

This course is intended to provide you with the opportunity to critically analyze scholarly sources and effectively integrate source material into a complex argument. You are encouraged to take this course in preparation for a capstone, thesis or other culminating academic work. The course also considers the various types of research methodologies and how to effectively and ethically incorporate the results of other scholarly research into your own work. Credits: 3

ITP200 Introductory Projects

Special one-semester classes and seminars with varying subject matter. The topic of the course will be announced in the schedule of classes. May be taken three times for credit with change of topic.

Credits: 3

ITP211 Theory of Interpretation

This course covers the fundamentals of ASL English interpretation and introduces the sociolinguistic factors that influence communication, strategies for analyzing discourse, and the theory and process of mediating between two languages and cultures. The textbook and lectures will cover theories of communication and models of the interpretation processes, the role, boundaries, and responsibilities of

the interpreter and other pertinent issues critical to the field. The primary focus of this course is to develop specific skills necessary for the art of interpreting along with ways to analyze the interpreted work. Credits: 3 Prerequisites: ASL145

ITP217 Comparative Translation

Students will compare and contrast the structure and semantics of ASL and English. Focus will be on preparing accurate translations from ASL to English and from English to ASL while considering semantic use of words/signs, culturally laden terminology, in-group meaning, and differences between high and low context cultures. Students are introduced to the linguistic and processing principles of translation and interpretation. Credits: 3 Prerequisites: ASL 205

ITP300 Independent Study

Individually directed study on a topic not covered by regular course offerings. Requires permission of the instructor and the division chairperson. Credits: 3

ITP301 Interpreting I

This course introduces students to the process and practice of interpreting between ASL and English. Class discussion and activities focus on creating a culturally and linguistically dynamic interpretation while broadening students' understanding of interpreting demands. Source material will often be interactive, applying consecutive interpreting skills. Credits: 3 Prerequisites: ITP211 and ITP217

ITP310 Interpreting in Advanced Settings I

An upper level course covering various advanced settings of interpreting. This course covers interpreting in medical, mental health, and educational settings. ASL and English vocabulary in specialized areas not covered in previous courses is developed. Students will be interpreting linguistically dense texts and learning how to manage the various settings and personnel involved in these types of interpreting. Teaming with a Certified Deaf Interpreter (CDI) will also be covered. Credits: 3 Prerequisites: ITP 211, ITP 217 and ITP 301

ITP311 Interpreting Applications and Analysis

Focuses on creating culturally and linguistically dynamic interpretations between ASL and English. Most interpretations will be of unrehearsed source material. There is an emphasis on increasing individual skill throughout the duration of the course. Students will conduct self and peer diagnostics and provide feedback on interpretations to each other. Credits: 3 Prerequisites: ITP 211

ITP351 Interpreting II

This course provides students additional exposure to interpreting between ASL and English texts. Class discussion and activities will focus on creating a culturally and linguistically dynamic interpretation while broadening students' understanding of interpreting demands. Source material will be interactive, narrative and expository for analysis and practice. Additional emphasis on unrehearsed interpretations and student's cognitive processing skills in the interpreting process is discussed. Credits: 3
Prerequisites: ITP 301 with a grade of "C" or higher

ITP362 Interpreting in the Performing Arts

Performance interpreting is designed to expose students to the various approaches to interpreting musical and theatrical works. The course exposes students to both frozen and extemporaneous source texts found in music and drama. The course expands students' application of cultural equivalence within the interpreting process, especially the preparation involved in interpreting scripted events. Theatrical performances will also be examined, focusing on zoning and shadow interpreting. Credits: 3
Prerequisites: ITP 301

ITP366 Interdisciplinary Honors Studies

The course allows students to focus on a narrow topic, examining it from two diverse academic disciplines. Topics will vary. (The course is open to honors program participants) Credits: 3

ITP375 Interpreting III

This course enhances students' skills in creating culturally and linguistically dynamic interpretations. Students participate in diagnostic analysis and feedback of both self and peer produced interpretations.

Class discussions include identifying demands and controls for various interpreting settings. Credits: 3
Prerequisites: ITP 351 with a grade of "C" or higher

ITP380 Interpreting IV

This course synthesizes knowledge and skill learned previously in interpreting courses. Students continue to develop skills for linguistic mediation. Simulated interpreting events are provided for practice throughout the semester. There is an emphasis in the practice of preparing for interpreting assignments. Students participate in diagnostic analysis and feedback of both self and peer produced interpretations. Class discussions include current issues in the field of interpreting.

Credits: 3 Prerequisites: ITP 375 with a grade of "C" or higher

ITP400 Advanced Projects

Special one-semester classes and seminars with varying subject matter designed for majors at the junior and senior level. The topic will be announced in the schedule of classes. May be taken three times for credit with change of topic. Requires permission of instructor and the division chair. Credits: 3

ITP410 Interpreting in Advanced Settings II

An upper level course covering various advanced settings of interpreting. This course covers interpreting legal information, VRS/VRI work, religious settings, and interpreting for deafblind individuals. ASL and English vocabulary in specialized areas, including explicit language, not covered in previous courses is developed. Students will be interpreting linguistically dense texts and learning how to manage the various settings and personnel involved in these types of situations. Credits: 3 Prerequisites: ITP211, ITP351 or 311 with a grade of "C" or higher

ITP450 Senior Capstone

This course is the capstone to the major and prepares students to enter the ASL English interpreting profession as a general practitioner. Students will investigate current issues facing the field, prepare for written certification exam(s), career development, and ethical decision making. This course is conducted in seminar format where students will apply demand-control schema, time-management, business practices, code of professional conduct and ethical decision-making, certification and quality assurance, accountability, and life-long learning and professional development. Emphasis given to creating a portfolio and resume for internship and future employment. Credits: 3 Prerequisites: ITP 311 or 351

ITP451 Field Practicum I

This course requires a minimum of 150 clock hours in an approved work situation. Students will submit a log of work activities with dates and times illustrating internship activities and outcomes with brief explanatory texts. Students will complete an essay evaluating the role of the on-site supervisor, the quality of the work environment, and the importance of internship experiences. Credits: 3
Prerequisites: ITP450 with a grade of 'C' or better

ITP452 Field Practicum II

This course requires a minimum of 150 clock hours in an approved work situation. Students will submit a log of work activities with dates and times illustrating internship activities and outcomes with brief explanatory texts. Students will complete an essay evaluating the role of the on-site supervisor, the quality of the work environment, and the importance of internship experiences. Credits: 3
Prerequisites: ITP450 with a grade of 'C' or better

LDR345 Leading Teams

The course will cover the principles needed to create and lead effective teams. Students will generate, compare and assess effective team interventions to produce high achieving teams in organizational settings. Topics covered in this course include stages of team development, identifying and assigning appropriate human capital to teams, team culture and alignment to corporate culture, ensuring team productivity through effective and timely leader interventions and team disbandment. Credits: 3

LDR350 Change Leadership

This course is designed to introduce students to the challenges of leading an organization during change. Students will investigate theories and best practices of change leadership/leading at the organizational and personal level. Topics include but are not limited to leading and facilitating communication during change, decision-making during crisis, managing resistance to change and creating appropriate environments to facilitate change. Credits: 3

LDR450 Ethics in Leadership

This course investigates the important role ethics plays in leading. In this course, students will develop an understanding of their own character development and its impact on followers as well as gaining insights into leading the self. Students will explore, analyze and investigate topics such as normative ethics' role in leadership, servant and steward leadership, as well as sense making, satisficing and decision-making from an ethical leader perspective. Credits: 3

LDR475 Leadership Theory

This course introduces student to leadership theory at an advanced level. Through the exploration, analysis and critique of such theories, students will develop a deeper understanding of leadership and leading. Topics covered in this course include but are not limited to historical perspectives of leadership, transformational and transactional leadership, charismatic leadership, dysfunctional leadership, power and political leadership. Credits: 3

MAT098 Introduction to Mathematics

Review of the basic fundamentals of mathematics. Topics include operations on whole numbers, fractions, decimals, percent's, ratios/rates/proportions and fundamental concepts of statistical analysis. Real-world applications are integrated throughout the course. Credits: 3 Pre-requisite: ACT Math test score of less than 18.

MAT099 Basic Algebra

Introduction to the fundamental concepts of algebra. Review of fraction, decimals, and integers. Methods for solving linear equations, linear inequalities and systems of linear equations. Other topics include various operations and polynomials and a thorough investigation of graphing equations and line sin the coordinate plane. Real-world applications are integrated throughout the course. Credits: 3 Pre-requisite: ACT Math test score of 18-21 or must have passed the MAT 098 course with a grade of C or higher.

MAT112 Survey of College Mathematics

An introduction to discrete mathematics. Focus on applications in economics, political science, decision theory, and biology. Specific topics typically include: voting systems, fair division, circuits and scheduling,

exponential growth, fractal geometry, elementary probability and statistics. Credits: 3
Prerequisites: MAT099 or equivalent

MAT114 Elementary Statistics

A pre-calculus introduction to statistics. Topics include: elementary probability, measures of central tendency and variation, normal distributions, sampling, confidence intervals, estimation, hypothesis testing, regression and correlation. Emphasis on the use of graphing calculators and the utility of mathematics as a problem-solving tool. Extensive discussion of applications in natural science, social science, and business. Credits: 3 Prerequisites: MAT099 or equivalent

MAT118 College Algebra -M

A more rigorous and in-depth treatment of the material of MAT 099. Emphasis on the use of graphing calculators and the utility of algebra or modeling language for solving real-life problems. Credits: 3 Prerequisites: MAT099 or ACT 22 or higher

MAT124 Calculus I

An introduction to the concepts of limits, continuity, differentiation of elementary functions, definite and indefinite integrals, and the Fundamental Theorem. Emphasis on use of graphing calculators and the utility of mathematics as a problem-solving tool. Extensive discussion of applications in natural science, social science, and business. Credits: 5 Prerequisites: MAT118 or MAT120 or ACT 25 or higher

MAT200 Introductory Projects

Special one-semester classes and seminars with varying subject matter. The topic of the course will be announced in the schedule of classes. May be taken three times for credit with change of topic. Credits: 3

MAT214 Calculus II

A continuation of MAT 124. Further techniques of differentiation and integration, the calculus of exponential, logarithmic, trigonometric, and probability distribution functions, as well as elementary differential equations. Requires extensive use of graphing calculators. Applications to biology, economics, and physics are studied throughout. Credits: 4 Prerequisites: MAT124

MAT215 Linear Algebra

A study of the techniques used in solving linear systems of equations, the properties and theorems associated with vector spaces, determinants and eigenvalues, and linear transformations. Credits: 3

Prerequisites: MAT124

MAT224 Calculus III

A continuation of MAT 214, including solid analytic geometry, vector spaces, matrices, determinants, partial differentiation, multiple integration, and vector calculus. Credits: 4 Prerequisites: MAT214

MAT231 Mathematics for Elementary Teachers

Mathematics for Elementary Teachers will address the mathematical knowledge, skill, and processes students in grades 1-8 need to know and be able to do. These mathematics include Algebra, Geometry, and Statistics. Credits: 3

MAT300 Independent Study

Individually directed study on a topic not covered by regular course offerings. Requires permission of the instructor and the division chairperson. Credits: 3

MAT304 Biological Statistics

A study of statistics intended for biology majors, focusing on practical applications of the use of statistics in research. Technology will be used to aid in computations. The student need not have had any prior statistics to enroll in the course. This course will not meet the general education requirements for mathematics. Credits: 3 Prerequisites: MAT 118 or MAT124

312 MAT312 Differential Equations A study of ordinary differential equations and the following topics: boundary-value problems, Fourier series, and the Laplace transform. <p>Technology will be used to aid calculations. Credits: 3 Prerequisites: MAT124

MAT313 Mathematical Probability and Statistics

A calculus-based introduction to the mathematics of probability and statistics. A study of discrete and continuous probability distributions and their application to areas of statistical inference, including estimation and hypothesis testing. Credits: 3 Prerequisites: MAT124

MAT314 Higher Geometry

A study of Euclidean and projective geometries as axiomatic systems, from both the synthetic and analytic approach, and an introduction to non-Euclidean systems. Credits: 3 Prerequisites: MAT124

MAT324 Formal Logic

An introduction to elementary deductive logic to include propositional logic and first-order quantification theory with identity. Emphasis on natural deduction techniques. Some discussion of computability and other topics in the foundations of mathematics and philosophy of logic. Credits: 3 Prerequisites: MAT118

MAT325 Introduction to Numerical Analysis

This is the first course in numerical analysis covering fundamental concepts, theoretical foundations of numerical methods, error analysis and practical computer implementations using Software. An integral part of this course is a series of computational projects designed to illustrate and emphasize the course material. Credits: 3 Prerequisites: MAT124

MAT366 Interdisciplinary Honors Studies

The course allows students to focus on a narrow topic, examining it from two diverse academic disciplines. Topics will vary. (The course is open to honors program participants) Credits: 3

MAT400 Advanced Projects

Special one-semester classes and seminars with varying subject matter designed for majors at the junior and senior level. The topic will be announced in the schedule of classes. May be taken three times for credit with change of topic. Requires permission of instructor and the division chair. Credits: 3 Prerequisites: Permission

MAT418 Methods of Teaching

A study of curricular issues, instructional methods and materials used in the teaching field. Credit will not apply to a major or minor in mathematics. Credits: 3

MAT422 Modern Algebra

A study of the properties and theorems associated with groups, rings, integral domains, and fields. Credits: 3 Prerequisites: MAT224

MAT423 Theory of Numbers

A study of divisibility, congruence, quadratic reciprocity, number theory functions, Diophantine equations, simple continued fractions and algebraic numbers. Credits: 3 Prerequisites: MAT224

MDN101 Mandarin Language Credits: 3

MIS100 Introduction to Web 2.0

Through digital collaboration, this course will introduce the student to Web 2.0 tools by integrating and utilizing these tools in a business settings. Students will examine the theory of online business, simulations and other pedagogical implications while considering the social, interpersonal, cultural and technical implications of Web 2.0 in a business sense. Credits: 3 (Students will be required to have Webcam & mic/headset)

MIS125 Productivity Tools

Students will learn basic skills involving the applications of word processing, database, spreadsheet, presentations, and e-mail using the Office 2013 suite. Students will be exposed to employment considerations and new administrative features. Several of the specific components will include: Word, Excel, PowerPoint, Access, and Outlook. Credits: 3

MIS200 Introductory Projects

Special one-semester classes with varying subject matter. The topic of the course will be announced in the schedule of classes. May be taken three times for credit with change of topic. Credits: 3

MIS225 Database Management Systems

This course prepares student to develop application programs in the database environment. Models of data, data structure and file organization are covered. Credits: 3

MIS250 Networks and Telecommunications

The features of centralized, decentralized, and distributed systems are explored. Special emphasis placed on LAN (Local Area Network) technologies. Credits: 3 Prerequisites:

MIS300 Independent Study

Individually directed study on a topic not covered by regular course offerings. Requires permission of the instructor and division chair. Credits: 3

MIS325 Website Development

This course is designed to instruct the student in the proper design and analysis of website development. Students will learn the basics of HTML, CSS, website portals, content management systems, web hosting and domain name construction. A final project will require the student to maintain a website, host and domain name. Credits: 3

MIS350 Project Management

This course is an examination of the knowledge sets, skills, tools and techniques of project management, with an emphasis on how project management contributes to the strategic goals of the organization. The course focuses on the role of information technology as an integration tool in project management. Topics: Microsoft project, work breakdown, structure development, resource scheduling, developing a project network, project organization, time management, and performance measurement and evaluation. The course also examines the managerial competencies required to organize and lead a project. Credits: 3

MIS370 MIS Advanced Projects

The course in Advanced Applications/Experience is a class based on individual or group IT research and/or practical applications in IT and MIS environments. The student(s) is expected to choose a topic and/or experience from the syllabus list or mutually agreed upon topic by the student and instructor. After agreement, a contract will be signed and submitted before work can begin. The student will meet as directed with the professor for updates.

(Examples) Programming/Development:

Study and Write code in one of the following program languages: C#, Visual Basic, .NET, HTML/XML, etc., Java Scripting or any other programming language deemed applicable. Implement an application using standard development with MS Access, on or off campus.

Web Applications and Development

Study and Write code in Dreamweaver and or .NET and publish to the Internet. Maintain several web sites that are already up for non-profit or University web sites.

Externship Experience:

Go onsite to a WWU business partner once a week and shadow an IT professional in Central MO or campus UIT experience if available.

Networking Applications:

Load, setup, install and maintain network OS workstations in a lab experience.

Credits: 1-12

MIS400 Advanced Projects

Through Project development, students will create, analyze and apply various theories and concepts to project development. Credits: 3

MIS401 Internship I

Management Information Systems internships provide students with the opportunity for hand-on application of the theories and applications they have learned in the classroom. For each credit hour obtained in the internship, the student is required to work 40 hours in an approved organization. A 2 credit hour internship = 80 hours, 3 credit hours = 120 hours, etc. Requires approval of the division chair. Credits: 1

MIS402 Internship II

Management Information Systems internships provide students with the opportunity for hand-on application of the theories and applications they have learned in the classroom. For each credit hour obtained in the internship, the student is required to work 40 hours in an approved organization. A 2 credit hour internship = 80 hours, 3 credit hours = 120 hours, etc. Requires approval of the division chair.
Credits: 2

MIS403 Internship III

Management Information Systems internships provide students with the opportunity for hand-on application of the theories and applications they have learned in the classroom. For each credit hour obtained in the internship, the student is required to work 40 hours in an approved organization. A 2 credit hour internship = 80 hours, 3 credit hours = 120 hours, etc. Requires approval of the division chair.
Credits: 3

MIS404 Internship IV

Management Information Systems internships provide students with the opportunity for hand-on application of the theories and applications they have learned in the classroom. For each credit hour obtained in the internship, the student is required to work 40 hours in an approved organization. A 2 credit hour internship = 80 hours, 3 credit hours = 120 hours, etc. Requires approval of the division chair.
Credits: 4

MIS405 Internship V

Management Information Systems internships provide students with the opportunity for hand-on application of the theories and applications they have learned in the classroom. For each credit hour obtained in the internship, the student is required to work 40 hours in an approved organization. A 2 credit hour internship = 80 hours, 3 credit hours = 120 hours, etc. Requires approval of the division chair.
Credits: 5

MIS406 Internship VI

Management Information Systems internships provide students with the opportunity for hand-on application of the theories and applications they have learned in the classroom. For each credit hour obtained in the internship, the student is required to work 40 hours in an approved organization. A 2 credit hour internship = 80 hours, 3 credit hours = 120 hours, etc. Requires approval of the division chair.
Credits: 6

MIS407 Internship VII

Management Information Systems internships provide students with the opportunity for hand-on application of the theories and applications they have learned in the classroom. For each credit hour obtained in the internship, the student is required to work 40 hours in an approved organization. A 2 credit hour internship = 80 hours, 3 credit hours = 120 hours, etc. Requires approval of the division chair.
Credits: 7

MIS408 Internship VIII

Management Information Systems internships provide students with the opportunity for hand-on application of the theories and applications they have learned in the classroom. For each credit hour obtained in the internship, the student is required to work 40 hours in an approved organization. A 2 credit hour internship = 80 hours, 3 credit hours = 120 hours, etc. Requires approval of the division chair.
Credits: 8

MIS409 Internship IX

Management Information Systems internships provide students with the opportunity for hand-on application of the theories and applications they have learned in the classroom. For each credit hour obtained in the internship, the student is required to work 40 hours in an approved organization. A 2 credit hour internship = 80 hours, 3 credit hours = 120 hours, etc. Requires approval of the division chair.
Credits: 9

MIS410 Internship X

Management Information Systems internships provide students with the opportunity for hand-on application of the theories and applications they have learned in the classroom. For each credit hour obtained in the internship, the student is required to work 40 hours in an approved organization. A 2

credit hour internship = 80 hours, 3 credit hours = 120 hours, etc. Requires approval of the division chair.
Credits: 10

MIS411 Internship XI

Management Information Systems internships provide students with the opportunity for hand-on application of the theories and applications they have learned in the classroom. For each credit hour obtained in the internship, the student is required to work 40 hours in an approved organization. A 2 credit hour internship = 80 hours, 3 credit hours = 120 hours, etc. Requires approval of the division chair.
Credits: 11

MIS412 Internship XII

Management Information Systems internships provide students with the opportunity for hand-on application of the theories and applications they have learned in the classroom. For each credit hour obtained in the internship, the student is required to work 40 hours in an approved organization. A 2 credit hour internship = 80 hours, 3 credit hours = 120 hours, etc. Requires approval of the division chair.
Credits: 12

MIS425 Enterprise Collaboration Software

This course analyzes and assesses the managerial applications of Internet technology for a successful Web-based competitive organization. The application of management principles to business-to-consumer, business-to-business, and intra-business commercial ventures are examined. Topics: Electronic business models; the forces driving the widespread implementation of EC; the critical success factors for on-line retailing; proactive strategies for EC operations; on-line consumer trends and behaviors; web advertising and promotion strategies; EC and service industries; business-to-business electronic commerce models; electronic payment systems; EC strategy implementation; and environments that impact electronic commerce. Credits: 3

MIS450 Systems Analysis

The Systems Analysis course is a study of the methods for structured analysis and design of Information Systems. Topics include data definition, flow charting, data flows and more. Credits: 3

MIS475 Management Information Systems/Capstone

This course is designed to prepare the student for a role in the management of information field. Topics covered will include systems development, acquisition, control, organization and the computer processing environment. Students will partner with a business in developing and/or maintaining an information systems challenge project. Credits: 3 Prerequisites: Junior or Senior Standing

MSL101 The Foundations of the United States Air Force

AS 100 is a survey course designed to introduce students to the United States Air Force and encourage participation in Air Force Reserve Officer Training Corps. Featured topics include: overview of ROTC, special programs offered through ROTC, mission and organization of the Air Force, brief history of the Air Force, introduction to leadership and leadership related issues, Air Force Core Values, Air Force officer opportunities, and an introduction to communication skills. Leadership Laboratory is mandatory for AFROTC cadets and complements this course by providing cadets with followership experiences. Credits: 2

MSL201 The Evolution of USAF Air and Space Power

A course designed to examine general aspects of air and space power through a historical perspective. Utilizing this perspective, the course covers a time period from the first balloons and dirigibles to the space-age global positioning systems of the Afghan/Iraqi Wars. Historical examples are provided to extrapolate the development of Air Force capabilities (competencies), and missions (functions) to demonstrate the evolution of what has become today's USAF air and space power. Furthermore, the course examines several fundamental truths associated with war in the third dimension: e.g. Principles of War and Tenets of Air and Space Power. As a whole, this course provides the students with a knowledge level understanding for the general element and employment of air and space power, from an institutional doctrinal and historical perspective. In addition, the students will continue to discuss the importance of the Air Force Core Values with the use of operational examples and historical Air Force leaders and will continue to develop their communication skills. Credits: 2

MSL301 Air Force Leadership Studies

AS 301 is a study of leadership, management fundamentals, professional knowledge, Air Force personnel and evaluation systems, leadership ethics, and communication skills required of an Air Force junior officer. Case studies are used to examine Air Force leadership and management situations as a means of demonstrating and exercising practical application of the concepts being studied. A mandatory Leadership Laboratory complements this course by providing advanced leadership

experiences in officer-type activities, giving students the opportunity to apply leadership and management principles of this course. Credits: 3

MSL401 National Security Affairs/Preparation for Active Duty

AS 400 examines the national security process, regional studies, advanced leadership ethics, and Air Force doctrine. Special topics of interest focus on the military as a profession, officer ship, military justice, civilian control of the military, preparation for active duty, and current issues affecting military professionalism. Within this structure, continued emphasis is given to refining communication skills. A mandatory Leadership Laboratory complements this course by providing advanced leadership experiences, giving students the opportunity to apply the leadership and management principles of this course. Credits: 3

MSL401 National Security Affairs/Preparation for Active Duty

Examines the national security process, regional studies, advanced leadership ethics, and Air Force doctrine. Special topics of interest focus on the military as a profession, officer ship, military justice, civilian control of the military, preparation for active duty, and current issues affecting military professionalism. Within this structure, continued emphasis is given to refining communication skills. A mandatory Leadership Laboratory complements this course by providing advanced leadership experiences, giving students the opportunity to apply the leadership and management principles of this course. Credits: 3

MUS101 Music Fundamentals

The introduction of fundamentals in music reading, including treble and bass clef, signatures, scales, time signatures and rhythm in conjunction with interval singing and aural identification. Credits: 3

MUS103 Music Appreciation -A

An introduction to the elements of music and the use of these elements in various musical styles including masterpieces of Western music, popular and folk music, as well as music of other cultures. Credits: 3

MUS111 Jazz, Pop and Rock

An examination of the various "popular" music genres. This course aims to develop listening ability and comprehension while tracing the development of these styles in the 20th century. Credits: 3

MUS171 Music History I

Study of music from Ancient Greece through the Baroque periods. Different composers, musical styles, and musical forms from these periods will be discussed. Credits: 3

200 MUS200 Introductory Projects Credits: 3

MUS211 Applied Piano I

Beginning to intermediate individual piano instruction. One 30-minute session per week. Beginning students learn notes, rhythm, simple musical fundamentals and apply these to the keyboard. Intermediate students express greater musical progression with appropriate literature. Course is repeatable up to eight times. Course Fee. Credits: 1

MUS212 Applied Piano II

Advanced individual piano instruction. One 60-minute session per week. Concentration on expanding repertoire, intensified musical expression and complete musical production. Prerequisite: audition required and permission of the instructor. Course is repeated one time. Course Fee. Credits: 2
Prerequisites: MUS211

MUS221 Applied Voice I

Individual beginning vocal instruction. One 30-minute session per week arranged with the vocal instructor. Student learns basic concepts of the vocal instrument focusing on breathing, pitch, vowel placement and intonation. Student applies learned techniques to appropriate literature. Course is repeatable to eight times. Course Fee. Credits: 1

MUS222 Advanced Voice II

Individual advanced vocal instruction. One 60-minute session per week arranged with the vocal instructor. Student learns more advanced concepts of the voice and applies learned techniques to more

advanced vocal literature. Prerequisite: MUS 221, and audition with and permission of instructor.
Course is repeatable two times. Course Fee. Credits: 2 Prerequisites: MUS221

MUS241 Jameson Singers

A vocal ensemble concentrating on the balancing and blending of voices. SATB or SSA (depending on enrollment) No audition required. However participant must be able to sing in order to stay in the ensemble. Credits: 2

MUS271 Music History II

Study of music from classic through the contemporary periods. Composer, musical styles and musical forms will be discussed. Credits: 3

PED104 First Aid and CPR

This course is designed around the American Red Cross Responding to Emergencies: Comprehensive First Aid/CPR/AED. In this course the student will be educated on proper Cardiopulmonary Resuscitation for the adult, child and infant. Also, the student will be taught how to identify and care for several sudden illnesses, as well as, proper First Aid techniques and procedures for bodily injuries ranging from minor bleeding to severe musculoskeletal conditions. Upon completion of this course, proper demonstration of skills, and meeting American Red Cross guidelines the student will receive American Red Cross certification in CPR/AED for Adult, Child, and Infant, as well as certification in First Aid. This certification will last for two (2) years. Physical Requirements: The student will also have to perform several skills that will require them to be in a crouched, kneeling, or squatted position for a minimum of five (5) minutes.(Special fee) Credits: 2

PED108 Outdoor Activities

Students will learn how to participate in a variety of outdoor activities. Students will gain an appreciation for the outdoors and explore new lifetime activities. Outdoor sports included are: backpacking, mountain biking, rock climbing, repelling, and caving. Activity course. Credits: 2

PED113 Fitness

An activity course to develop healthy lifestyles through diet, aerobic and anaerobic activities, and lifelong exercise. Credits: 1

PED123 Folk & Square Dance Credits: 1

PED131 Weight Control and Conditioning

The course is designed so that the student may get an appreciation for the human Body's response to strength and conditioning exercises, proper technique and safety will be emphasized. The course will include both lecture and laboratory experiences. Credits: 2

PED135 Team Sports

An activity course to develop an understanding of the strategies, rules, equipment, facility needs, coaching and fundamentals of a variety of team sports. Credits: 1

PED136 Individual and Dual Sports

An activity course to develop an understanding of the strategies, rules, equipment, facility needs, coaching and fundamentals of a variety of individual and dual sports. Credits: 1

PED137 Flexibility and Stretching

An activity course to develop an understanding of the strategies, rules, equipment, facility needs, coaching and fundamentals of a variety of team sports. Credits: 1

PED142 Beginning Golf

The basics of the game of golf will be taught in this introductory course. Students will learn the rules, basic grip, swing dynamics, and all aspects of the game, etiquette, and history of this lifetime sport. Activity course. Credits: 1

PED200 Introductory Project

Special one-semester classes and seminars with varying subject matter. Course topics will be announced in the schedule of classes. May be taken three times for credit with change of topic.
Credits: 3

PED205 Introduction to Anatomy/Physiology

An overview of the human body and how it functions. Emphasis will be placed on skeletal, muscular, cardiovascular, pulmonary, endocrine and digestive systems. Credits: 3 Prerequisites: BIO 114/115

PED215 Motor Learning

The class will include lecture, laboratory analysis, and application of the basic mechanical principles of daily activities and sports skills in order to understand the most efficient movement. Credits: 3

PED220 Social Science in Sport

An analysis of the significance of physical activity in society and culture. Motivation and self-concept as applied to play, game, sport, and athletics are examined. Credits: 3

PED245 Anatomy and Physiology II

An overview of the human body and how it functions. Emphasis will be placed on the internal organs and their functions, along with the cardiovascular, pulmonary, endocrine and nervous systems.
Credits: 3 Prerequisites: PED 205 and BIO 313

PED250 History and Philosophy

Designed to assist students in developing an historical perspective and viable personal philosophy of physical education. Credits: 3

PED300 Independent Study

Individually directed study on a topic not covered by regular course offerings. Requires permission of the instructor and the division chairperson. Credits: 3

PED307 Methods of Physical Education Pre K – 4

This course is a study of teaching methods and techniques unique to children in Pre K – 4 developmental stages of learning. Instructional methodology, curriculum development, lesson planning and implementation and sequential skill instruction will be included in this course. Credits: 3

PED308 Creative Movement

This course includes lecture, laboratory experiences, experimentation, and research in order to provide the student with a wide variety of knowledge and material for using creative movement. Credits: 3

PED321 Kinesiology

An application of mechanical principles to human movement. Credits: 3 Prerequisites: PED 205 and BIO 313

PED322 Physiology of Exercise

This course is designed to study the responses and adaptations of the functions of the human body during muscular exercises. Material is pertinent to teaching, coaching, and individuals interested in exercise. Credits: 3 Prerequisites: PED 205 and BIO 313

PED350 Adapted Physical Education

Designed to identify exceptional children and to provide a learning environment suitable to their needs and capabilities. Credits: 3

PED352 Instructional Techniques in Health K-12

To develop an understanding and competency in teaching health, nutrition, and safety in the elementary grades. Required for K-12 Physical Education, Early Childhood, and Elementary Education majors. Credits: 2

PED400 Advanced Projects

Special one-semester classes and seminars with varying subject matter designed for majors at the junior and senior level. The topic will be announced in the schedule of classes. May be taken three times for credit with change of topic. Requires permission of instructor and the division chair. Credits: 3
Prerequisites: Permission

401 PED401 Theory of Coaching Baseball and Softball

This course deals with teaching the fundamentals of the offensive and defensive aspects of baseball and softball, techniques in scouting and officiating will also be considered. *This course does not meet the requirements of a degree in Physical Education. Credits: 2

PED402 Theory of Coaching Track & Field and Cross Country

This course deals with teaching the fundamentals of Track & Field and Cross Country, techniques of all events and officiating will also be considered. *This course does not meet the requirements of a degree in Physical Education. Credits: 2

PED403 Theory of Coaching Football and Soccer

This course deals with teaching the fundamentals of the offensive and defensive systems in football and soccer, techniques in scouting and officiating being considered. *This course does not meet the requirements of a degree in Physical Education. Credits: 2

PED404 Theory of Coaching Basketball and Volleyball

This course deals with teaching the fundamentals of the offensive and defensive aspects of basketball and volleyball, techniques in scouting and officiating being considered. *This course does not meet the requirements of a degree in Physical Education. Credits: 2

PED405 Measurement and Evaluation

An examination of the various tools of measurement and an analysis of the purposes, values, and limitations of these tools in relation to objectives. Field experience is included. Credits: 3

PED418 Methods of P.E. (6-12)

A theoretical and practical study of the teaching of Physical Education at the secondary level. Relevance will be placed on instructional methods and materials used in the teaching field. Credits: 3

PHL101 Introduction to the Bible -T

The literature of the Old and New Testaments is examined in the context of developing Judaism and Christianity. Major problems of Judaism and Christianity as reflected in the Bible are explored.

Credits: 3

PHL102 World Religions -D

A study of the origins, development, and principal doctrines of the major living religions of the world. Primary focus is on: Hinduism, Buddhism, Confucianism, Taoism, Judaism, Christianity, and Islam.

Credits: 3

PHL105 Introduction to Philosophy-CT

An examination of the scope, methods, and content of philosophy through a study of major thinkers and issues in the western tradition. Topics to include: free will versus determinism, the mind-body problem, justification of religious beliefs, limits of human knowledge, personal immortality, and the meaning of life. Credits: 3

PHL107 Critical Thinking

An examination of the distinction between correct and incorrect reasoning. Instruction and practice in strategies for presenting, analyzing, and evaluating argumentation and reasoning.

Prerequisites: MAT 102 and ENG 100 or equivalent Credits: 3 Prerequisites: MAT102 and ENG100

PHL116 Biomedical Ethics - ER

An introduction to the moral issues arising from recent developments in medicine and the biological sciences. Topics to include: abortion, care of defective newborns, genetic counseling and screening, experimentation on human subjects, allocation of scarce medical resources, euthanasia, population control, and feeding the world's hungry. Emphasis on training students to analyze, evaluate, articulate, and defend logical positions on issues. Credits: 3

PHL200 Introductory Projects

Special one-semester classes and seminars with varying subject matter. The topic of the course will be announced in the schedule of classes. May be taken three times for credit with change of topic.

Credits: 3

PHL212 Ethics

An historical introduction through reading of the great moral philosophers in the western tradition, with a focus on theories of value, obligation, and responsibility. Particular topics include: hedonism, utilitarianism, egoism, relativism, subjectivism, emotivism, nihilism, naturalism, intuitionism, divine command ethics and contract theories, figures include: Plato, Aristotle, Hobbes, Bentham, Kant, Mill, and Nietzsche. Credits: 3

PHL228 Philosophy of Religion-CT

Critical examination of the principal concepts and doctrines of the Judeo-Christian-Islamic tradition. Topics include: religious experience, proof of God's existence, faith versus reason, mysticism, and critiques of religion, evil, atheism, miracles, immortality, and myth. Readings from classical and contemporary sources. Credits: 3 Prerequisites: PHL105 or PHL221

PHL300 Independent Study

Individually directed study on a topic not covered by regular course offerings. Requires permission of the instructor and the division chairperson. (Lab fee) Credits: 3

PHL366 Interdisciplinary Honors Studies

The course allows students to focus on a narrow topic, examining it from two diverse academic disciplines. Topics will vary. (The course is open to honors program participants) Credits: 3

PHL400 Advanced Projects

Special one-semester classes and seminars with varying subject matter designed for majors at the junior and senior level. The topic will be announced in the schedule of classes. May be taken three times for credit with change of topic. Requires permission of instructor and the division chair. Credits: 3

PHY201 Physics I

An introductory physics course covering the topics of mechanics, thermodynamics, vibrations, and wave motion with an emphasis on critical thinking and problem solving. Computing software is used to provide interactive instruction and develop connections to the mathematical principals involved. Regular in-class demonstrations are performed and discussed in order to enhance conceptual understanding. Concurrent enrollment in PHY 202 required. (Lab fee) Credits: 4

PHY202 Physics I, Lab

The laboratory component of Physics I which reinforces and expands on concepts taught in the lecture. While conducting experiments, students will make observations about physical systems and collect numerical data. Emphasis is placed on identifying patterns and relationships in physical parameters. Students develop hypotheses in order to make predictions and verify presumptions. Formal lab reports are used to summarize relevant findings. Corequisite: PHY 201 Credits: 0

PHY203 Physics I Lab for transfer students

Includes laboratory exercises selected to reinforce and augment the physics lecture course that students earned credit for at a previous institution. Available only to students with posted transfer credit for PHY201 at time of enrollment. Credits: 1

PHY212 Physics II

A continuation of the introductory physics sequence which covers topics in electrostatics, magnetism, optics, and modern physics. Fundamental concepts from Physics I are described in greater complexity. Students are expected to apply their understanding of energy, mass, force, and inertia to more advanced problems involving atomic systems. Demonstrations and computational simulations are used to increase conceptual understanding. Concurrent enrollment in PHY213 required. (Lab fee) Credits: 4
Prerequisites: PHY201

PHY213 Physics II Lab

The laboratory component of Physics II which reinforces and expands on concepts taught in the lecture. Group experiments are conducted in order to analyze the behavior of physical systems. Emphasis is placed on interpretation and inference as students are expected to use knowledge from the previous course to explain physical phenomena. Computational interface equipment and graphing software are

used extensively. Students design and construct their own experiment on two occasions. Corequisite:
PHY 212 Credits: 0

PHY315 Modern Physics

An upper-division physics course exploring selected topics in contemporary physics, including: quantum physics, atoms, molecules, condensed matter, nuclei, relativity, and elementary particles. Credits: 3
Prerequisites: PHY212/213

PHY318 Mathematical Methods in Physics

This course provides an overview of applied mathematics in the sciences. Common mathematical functions, transforms, and operations are presented in the context of advanced physics problems. Students will develop a computational framework and a practical problem-solving approach which will assist them throughout the remainder of the major coursework. Credits: 3

PHY321 Classical Mechanics

This course presents an advanced treatment of Newtonian mechanics. Specific emphasis will be placed on developing the Lagrangian and Hamiltonian formalisms. Students will learn to establish complex expressions for potential and kinetic energy terms in order to solve sophisticated equations of motion. Credits: 3

PHY360 Thermodynamics & Statistical Mechanics

This course provides a description of thermal energy on the atomic scale. Boltzmann statistics are used to represent averaged physical properties for individual atoms. The relationship between macro states and microstates is explored in the context of quantifiable measurements. Students will develop additional thermodynamic variables, such as enthalpy, in the framework of classical thermal physics. Credits: 3

PHY366 Interdisciplinary Honors Studies

The course allows students to focus on a narrow topic, examining it from two diverse academic disciplines. Topics will vary. (The course is open to honors program participants) Credits: 3

PHY381 Electrostatics & Magnetism

This course develops an advanced treatise of stationary charged particles. Emphasis is placed on time-independent Maxwell's equations, specifically Gauss' Law, and the static relationship between electric and magnetic fields. Vector operations, such as the divergence and curl, are utilized in representing field lines, strength, and contours. Students will expound on their understanding of classical electrostatic properties, such as resistance and potential, on an atomic scale. Credits: 3

PHY382 Electrodynamics

This course develops an advanced treatise of dynamic charged particles. Emphasis is placed on time-dependent Maxwell's equations, specifically Faraday's Law, and the variational relationship between electric and magnetic fields. Partial differential operators, such as the Laplacian and D'Alembertian, are utilized in representing oscillations. Students will expound on their understanding of classical electrodynamic properties, such as current and flux, on a subatomic scale. Credits: 3

PHY421 Quantum Mechanics I

A foundational course presenting quantum mechanical descriptions of common systems, Students will develop a quantum formalism associated with specific operators. They will solve for eigenvalues and eigenstates, construct wave functions, and explore the meaning of Heisenberg uncertainty and expectation value. Specific emphasis will be placed on finding solutions to the quantum states in the Hydrogen atom. Credits: 3

PHY422 Quantum Mechanics II

An applied course relating the fundamental theories of quantum mechanics to specific physical systems, including subatomic particles. Special emphasis will be placed on solutions of the time-dependent and time-independent Schrodinger equations. Perturbation theory and other variational methods will be applied to heavy atoms and solids. Credits: 3

PHY450 Advanced Laboratory Methods

An advanced laboratory course with an emphasis on student-designed experiments. Students will learn additional laboratory techniques which will assist them in designing, constructing, and performing experiments to measure fundamental physical constants. Students will be expected to use oscilloscopes and bread boards to develop custom circuitry. Programmable interfacing software will be used to acquire, process, and analyze data. Credits: 3

PHY460 Optics

An advanced treatment of light, with specific emphasis placed on its wave-like behavior. A framework will be developed to describe electromagnetic waves using advanced theorems of electromagnetism. Students will investigate the prediction and description of electromagnetic radiation given by Maxwell's equations. Common diffraction patterns and their corresponding transforms will be studied along with Fresnel coefficients and the interaction of light with matter. Credits: 3

PHY480 Numerical Methods

A computational physics designed to help students become proficient with numerical methods commonly used in the sciences. Foundational programming concepts, including iterative and selective execution, data types, and variable declaration will be covered along with specific algorithms. Approaches for simulating physical systems will be presented in the context of solving analytic and approximate equations. Special emphasis will be placed on solving differential and undetermined equations. Credits: 3

PHY490 Senior Research Practicum

A capstone experience designed to finalize student research conducted throughout the course of the physics program. Students will be guided through the preparation of a senior thesis and will present their findings to a group of their peers. The course will also provide information pertaining to post-graduate career options and graduate degrees in physics or a related field. Credits: 3

PLS105 Politics & Government -S

An introduction to the field of political science, including a review of political institutions, political action, theory and practice. The American system of Government will be emphasized. Credits: 3

PLS110 American Legal System

An introduction to the American legal system including sources of law, the court systems and fundamental legal principles in several substantive areas of law. Credits: 3

An examination of the political philosophies expressed in the Declaration of Independence and the United States Constitution. Considers the viability of these philosophies in the context of contemporary American society and politics. Credits: 3

PLS312 International Law and Politics

This course will explore international political and legal issues. Discussion will include international courts and legal standards, such as the Hague Convention, International Criminal court and various treaties on human rights as well as the political structure of countries by comparison with the US system. Credits: 3

PLS325 Advocacy

The substance of law and politics is persuasive communication. This course will explore how this type of communication is utilized in both judicial and political settings. The course will include the theory of argument as well as hands-on application. Law-related advocacy will focus on opening and closing statements; direct and cross examinations; jury instructions; courtroom demeanor; and appellate argument. Political communication will focus on structured debate and formal argument. Prerequisites: PLG 204 or PLS 112. Credits: 3

PLS329 Conflict & Dispute Resolution

In-depth examination of theory and application of judicial and non-judicial forms of dispute resolution, including litigation, mediation and arbitration. Analysis of impact on individuals and society, including economic, social and moral costs. Credits: 3

PLS390 Internship I

Course requires a minimum of 120 clock hours in an approved work situation. The student must submit a log documenting the work dates and times and describing the work activities according to at least three pre-approved objectives. In addition, the student will submit three essays describing and evaluating each of the following: the role of the on-site supervisor, the quality of the work environment, and the usefulness of extended internships. The student will also prepare a resume. Requires permission of division chair. Credits: 3

PLS400 Advanced Projects

Special one-semester classes and seminars with varying subject matter designed for majors at the junior and senior level. The topic will be announced in the schedule of classes. May be taken three times for credit with change of topic. Requires permission of instructor and the division chair. Credits: 3

PLS407 Equestrian Law

This course will provide you with an understanding of the law and its application and impact on the equine industry. The course will review the structure of law, focus on general legal principles on the areas of business, contracts, employment and torts and then apply these concepts to equine-specific situations. This is a “hands on” course in which you will prepare documents and conduct research that has practical application. Credits: 3

PLS415 Senior Seminar

A capstone course which promotes integration and connections between general education and the major; fosters integration and synthesis within the major; and promotes integration and connections between the major and the field. To give students the opportunity to review, connect and integrate the knowledge, skills and values developed from the Juvenile Justice, paralegal or political/legal studies major programs; to apply disciplinary theory and methods in independent learning, creativity, and collaborative problem solving; and to link general education learning and major program learning to career development and/or graduate or professional study options. Allow students to demonstrate the practical application of the liberal arts approach to the study of law utilizing the techniques of legal research, analysis and composition to prepare an in-depth research paper.
Credits: 3

PLS417 Writing and Research in Public Policy

Students will conduct statistical research and utilize appropriate legal or political research methodology for the purpose of proposing, supporting, and advocating for a legal or political policy. May include a service-learning component. Credits: 3 Prerequisites: A statistics course, PLS 105 & PLS 110

PLS445 Constitutional Law

A case study approach to the allocation of power within the branches of the federal government and between state and federal governments, due process, equal protection, rights of the criminal defendant and the freedoms of speech, religion and privacy. Credits: 3 Prerequisites: LGS 110 and LGS105

PLS450 Political Studies Capstone

Students must apply for admission to the Political Studies Certificate Program in the sophomore year. The Certificate program credit will be granted in the student's senior year upon successful completion of the student's portfolio. The student will be expected to work with the faculty in the Political Studies Certificate Program to identify and engage in appropriate activities which indicate a strong commitment to public policy and political participation. May include a service-learning component. Credits: 3

PLS451 Internship II

Course requires a minimum of 120 clock hours in an approved work situation. In addition to submitting a log of work activities with dates and times, the student will develop a complete portfolio illustrating internship activities and outcomes, with brief explanatory texts. The student will also prepare a resume. Requires permission of division chair. Credits: 3

PLS452 Internship III

Course requires a minimum of 240 clock hours in an approved work situation. In addition to submitting a log of work activities with dates and times, the student will submit a substantial essay according to a pre-approved outline that will describe the relationship or integrations of theory (curriculum) and practice (internship). The discussion of theory and practice should cover knowledge, methodology and value development. Requires permission of division chair. Credits: 6

PLS455 Prelaw Certificate Capstone

Students must apply for admission to the Prelaw Certificate Program in the sophomore year. The Certificate program credit will be granted in the student's senior year upon successful completion of the student's portfolio. The student will be expected to work with the faculty in the Prelaw Certificate Program to identify and engage in appropriate activities which indicate a strong commitment to public policy and political participation. May include a service-learning component. Credits: 3
Prerequisites: Approval by Prelaw Cert. Program

PRL302 Law and Para legalism

This introductory course is designed to introduce students to the practical aspects of working within the paralegal field and will include examination of the American legal system, paralegal skills and competencies such as legal analysis, interviewing, investigating, legal research and writing and, regulatory and ethical issues facing paralegals, and career options for the paralegal. Credits: 3

PRL304 Electronic Legal Research

This course explains the what, how, and why of legal research. Students will learn Boolean searching and formation of queries in order to facilitate the location of primary legal authority and secondary sources. The skills learned in this course will allow students to research paid legal databases and the Internet for substantive and procedural law and to think critically while moving through the steps to locate statutes and case law in order to assist the attorney in representing a client and their legal issue. Credits: 3

PRL306 Civil Practice

This course introduces the process of civil practice (procedural rules) and the law that governs it (substantive law) and to the skills of investigating and fact gathering which includes interviewing of clients and witnesses. Students will gain practice in drafting the documents necessary for civil matter to proceed through the legal system from filing through trial and post-trial. Credits: 3
Prerequisites: PRL302 and PRL304

PRL309 Ethics and the Law Office

This course includes an overview of the ethical organization and management of the modern law office. Topics include: client billing, responsibilities concerning client funds, case management systems, law office technology and the Code of Professional Responsibility and Ethical Guidelines for both lawyers and non-lawyers. Rules, statues and case law governing unauthorized practice of law will be covered. Students will analyze, evaluate, articulate and defend positions on ethical questions. Credits: 3
Prerequisites: PRL302 and PRL304

PRL311 Evidence and Fact Gathering

This course examines the rules governing the admission, exclusion, and presentation of evidence in judicial proceedings. Topics covered in this course include relevancy, authentication, and the “Best Evidence” rule: categorical rules of exclusion; character and habit evidence; competency of witnesses; examination and impeachment of witnesses; opinion and expert testimony; presentation of evidence, privilege; the hearsay rule and its exceptions, presumptions and burdens of proof and the scope of judicial notice. Additionally, the course covers strategies for fact-finding, investigation and interviewing techniques for gathering information. Also includes investigative techniques for determining what information is needed and finding, organizing, verifying and documenting the information.

Credits: 3 Prerequisites: PRL302 and PRL304

PRL315 Family Law

A study of the law of marriage, annulment, dissolution, guardianship, adoption, custody, legitimacy of children, and issues within the juvenile courts, with emphasis on development of skills pertinent to the paralegal function. Credits: 3 Prerequisites: PRL302 and PRL304

PRL318 Criminal Practice

This course will provide a basic understanding of the substantive and procedural criminal law including due process, probable cause, statutory and case law authorities governing criminal law and the rules of criminal procedure. Students will also review the structure of the criminal courts system. This course provides application of the substantive law and procedural safeguards to a case study in representing either the state or a defendant in a criminal law proceeding. Credits: 3 Prerequisites: PRL302 and PRL304

PRL321 Administrative and Federal Procedure

This course presents basic concepts of administrative law and procedure in federal and state agencies. Students will learn advocacy techniques for representing a client in an administrative process. Substantive topics will include administrative delegation of power, rulemaking, agency discretionary powers, remedies, and judicial appeals. Federal law will focus on procedure in Federal courts and applicable state rules. Credits: 3 Prerequisites: PRL302 and PRL304

PRL420 Probate and Estate Planning

This course presents basic concepts of estate planning, elder law issues, and probate law. Students will learn how to assist clients in planning, procedure and conflict resolution related to testamentary and

other advanced planning documents; the probate process, and special issues related to aging including minors and adults with physical and/or mental disabilities. This course will include both substantive and procedural law as applied through a hands-on problem-solving format. Credits: 3

PRL430 Contract Law

Will provide a basic understanding of the substantive law of contracts. The course focus is on both common law and the uniform commercial code in regard to the basic elements of contract formation and will involve practical research assignments to explore the practical application of the principles of contracts. Credits: 3 Prerequisites: PRL302 and PRL304

PRL440 Constitutional Issues

This course will introduce students to the principle concepts of government that underlay the structure of the United States Constitution. These concepts include federalism and judicial review. In addition, the course will examine the Court's methods of Constitutional interpretation. Through case study of major Supreme Court decisions, students will explore the meaning of the civil liberties contained in the first ten amendments to the constitution, also known as the Bill of Rights, including due process, equal protection, the rights of criminal defendants and the freedoms of speech, religion and privacy. Credits: 3 Prerequisites: PRL302 and PRL304

PRL450 Torts Law

Tort law is the area of law that provides a remedy for harms to private individuals. Tor law includes intentional torts and unintentional torts. This course will introduce students to the theory that forms the basis for society's interest in assigning blame and the economic distribution of liability. Credits: 3 Prerequisites: PRL302 and PRL304

PRL475 Practicum and Capstone

The capstone/practicum courses is the final course in the paralegal studies program. This course will provide students with an opportunity to demonstrate proficiency as a paralegal in two ways. First, through the practicum, students will demonstrate the ability to apply coursework in an actual law office setting, similar to participating in a virtual internship. Second, students will demonstrate their proficiency in legal reasoning through the capstone research and writing assignment. Credits: 3

PSY101 General Psychology I

An introduction to psychology as a scientific discipline surveying the biological basis of behavior, motivation, learning, sensation, perception, memory, thinking and language. Credits: 3

PSY102 General Psychology II

An introduction to psychology as a scientific discipline surveying interpersonal behavior, personality development, intelligence, psychopathology, assessment, treatment, and research methodology. Credits: 3

PSY200 Introductory Projects

Special one-semester classes and seminars with varying subject matter. The topic of the course will be announced in the schedule of classes. May be taken three times for credit with change of topic. Credits: 3

PSY209 Child Development and Behavior

This course addresses the cognitive, biological and social development of children. Factors that impact development and the bi-directional relationship of the child and their environment are considered. Credits: 3

PSY221 Educational Psychology

The study of the psychological principles which support the foundation of educational theory and practice. The student will be able to understand and apply the psychological principles that form the basis of educational theory and practice. Credits: 3

PSY225 Careers in Psychology

In this course, students will explore the career paths available to students who major in psychology. Individuals will work on developing career goals and specific plans of action for gaining employment in the field of psychology. Areas of graduate study will also be discussed as well as the job opportunities available to students who pursue advanced degrees. Credits: 3

PSY285 Psychology of Personality

A survey of the field of personality, emphasizing modern theoretical approaches, basic methods of investigation and current research findings. Credits: 3

PSY300 Independent Study

Individually directed study on a topic not covered by regular course offerings. Requires permission of the instructor and the division chairperson. Credits: 3

PSY310 Social Psychology

An analysis of the patterns that function in intergroup life. The course concentrates on individual behavior in social situations, attitudes, social learning, communications, and dynamics of intragroup relations. Credits: 3 Prerequisites: PSY101 and PSY102

PSY313 Statistics for the Social Sciences

This course focuses on descriptive and inferential statistics in the design, analysis and interpretation of data in psychological research. Students will learn to effectively present data. Practical application is emphasized. Credits: 3 Prerequisites: PSY101 and PSY102

PSY316 Psychology of the Adolescent and the Middle-Level Child

This course addresses the physical, intellectual, emotional and social development of the adolescent and the middle-level child and how this development is related to the learning-teaching process. Credits: 3

PSY324 Cognitive Psychology

An overview of the research and theory in cognitive psychology, including memory, attention, problem solving, and reasoning. Credits: 3

PSY326 Psychology of Intimate Relationships

This course addresses how psychological theory can be applied to intimate relationships. How relationships are formed, maintained and dissolved will be considered. Attraction, conflict, love, equity, communication and stress will also be discussed. Credits: 3 Prerequisites: PSY101 and PSY102

PSY366 Interdisciplinary Honors Studies

The course allows students to focus on a narrow topic, examining it from two diverse academic disciplines. Topics will vary. (The course is open to honors program participants) Credits: 3

PSY390 Internship I

Requires a minimum of 120 clock hours in an approved work situation. The student must submit a log documenting the work dates and times and describing the work activities according to at least three pre-approved objectives. In addition, the student will submit three essays describing and evaluating each of the following: the role of the on-site supervisor, the quality of the work environment, and the usefulness of extended internships. The student will also prepare a resume. Requires permission of division chair. Credits: 3

PSY400 Advanced Projects

Special one-semester classes and seminars with varying subject matter designed for majors at the junior and senior level. The topic will be announced in the schedule of classes. May be taken three times for credit with change of topic. Requires permission of instructor and the division chair. Credits: 3

PSY401 Sports Psychology

An introduction to the theoretical concepts and current research in the psychology of sport and exercise. Credits: 3

PSY406 Psychology and the Law

An overview of the psychological study of the legal system. This course will present an overview of how psychological constructs affect jury selection, interview techniques, eyewitness testimonies, crime scene investigations and the evaluation and punishment of criminals. Credits: 3 Prerequisites: PSY101 and PSY102

PSY411 Abnormal Psychology

The study of the factors which lead an individual to pathological behavior, the types of abnormal behavior, and the current methods of therapy. Credits: 3 Prerequisites: PSY101 and PSY102

PSY412 Counseling

A comparison of various theories of counseling and psychotherapy with a focus on practical counseling techniques. Emphasis is placed on individual and group techniques which can be directly applied to educational and everyday settings. Credits: 3 Prerequisites: PSY101 and PSY102

PSY450 Psychology Seminar

This is a capstone course integrating prior learning and exploring leading research and controversial issues in psychology. This course is based on individual student curricular needs and interests. Students employ skills of analysis, synthesis, and evaluation on topics inherent to the psychology major. (Prerequisite - students must complete 21 hours of psychology prior to enrollment in PSY450.)
Credits: 3 Prerequisites: PSY101 and PSY102

PSY451 Internship II

Requires a minimum of 120 clock hours in an approved work situation. In addition to submitting a log of work activities with dates and times, the student will develop a complete portfolio illustrating internship activities and outcomes, with brief explanatory texts. The student will also prepare a resume. Requires permission of division chair. Credits: 3

RDG099 College Reading

This course is to help students develop reading skills strategies for comprehending texts that may be above their current reading level. Students will be expected to demonstrate reading skills competencies using actual texts from their other college sources. Credits: 3

SCA111 Introduction to Sociology

An overview of the sociological perspective. The course emphasizes and understanding of everyday social reality and develops the student's ability to use sociological concepts to interpret social situations and social change. Concepts of culture, socialization, stratification, family, collective behavior, minority relations, and deviance are introduced to the students. The course is taught from an international perspective. Credits: 3

SCA200 Introductory Projects

Special one-semester classes and seminars with varying subject matter. The topic of the course will be announced in the schedule of classes. May be taken three times for credit with change of topic.

Credits: 3

SCA245 Ethics in Social Science-ER

In this course we will analyze a variety of ethical issues of contemporary social concern. Among the issues are: abortion, physician-assisted suicide, the death penalty, privacy, pornography and censorship, social justice and affirmative action, gender issues, genetic engineering, cloning, and reproductive technology, environmental ethics and treatment of animals. The principal focus of the course will be on a careful study and critical examination of arguments and the application of those arguments to current events, issues in research specific to the disciplines and practice issues in Sociology and Social Work. The design of the course is to familiarize you with the tools needed to make more and ethical decisions that go across both disciplines. Sociology is a discipline that looks at society as a group and involves social ethics, legal ethics, environmental ethics, gender ethics, family ethics, bioethics, racism and sexism issues as well as personal and practical ethics. We will answer the questions of, what are our moral obligations to others. How can moral disagreements be rationally settled? What rights must a just society accord its citizens? What constitutes a valid excuse for wrong-doing? Credits: 3

SCA300 Independent Study

Individually directed study on a topic not covered by regular course offerings. Requires permission of the instructor and the division chairperson. Credits: 3

SCA353 Race and Ethnicity -D

A comprehensive study of minority group relations. Attention is given to the social history of racial and ethnic minorities, the social nature and consequences of ethnic differentiation, patterns of inter-ethnic contacts, inequality, assimilation, ethnic and racial conflict, and accommodation. Credits: 3

SCA366 Interdisciplinary Honors Studies

The course allows students to focus on a narrow topic, examining it from two diverse academic disciplines. Topics will vary. (The course is open to honors program participants) Credits: 3

SCA400 Advanced Projects

Special one-semester classes and seminars with varying subject matter designed for majors at the junior and senior level. The topic will be announced in the schedule of classes. May be taken three times for credit with change of topic. Requires permission of instructor and the division chair. Credits: 3

SCI130 Foundations of Science

An introductory science course which includes fundamental topics, chemistry, earth science, and astronomy. Emphasis is placed on developing essential problem-solving skills as sample problems are often solved in small groups while strategies and techniques are discussed. Computing software is used to provide interactive instruction and develop intuition about the presented formulas. Regular in-class demonstrations are performed in order to enhance conceptual understanding. Credits: 4
Co-req: SCI131 Foundations of Science Lab.

SCI131 Foundations of Science Lab

The laboratory component of Foundations of Science which reinforces and expands on concepts taught in the lecture. An emphasis is placed on following the scientific method as students apply the pattern of observing, developing hypotheses, collecting data, and testing theories. The process of writing a formal lab report is also established as students' document, summarize, and draw conclusions from their findings. Credits: 0 Co-req: SCI130 Foundations of Science

SCI200 Introductory Projects

Special one-semester classes and seminars with varying subject matter. The topic of the course will be announced in the schedule of classes. May be taken three times for credit with change of topic. Credits: 3

SCI205 The Scientific Enterprise -N

An exploration of the multi-faceted nature of science and its impact on history, from Galileo to Pasteur and beyond. Emphasis is placed on scientific approaches and historical development. The role of science in society is addressed and the important consequences of various discoveries are discussed.

The evolution of science from early natural philosophy to the familiar scientific method is examined in the context of contributions made by individual scientists. Credits: 3

SCI223 What is Life?

Inspired by Jay Phelan's "What is Life?" this four-credit online-only course will explore the foundations of biological science. As a part of their fulfillment of the Natural Science General Education Objectives, students will develop knowledge in the interdisciplinary nature of all natural sciences by integrating physical and chemical theories into explanations of how life works. Students will be expected to apply some of the content discussed in this class to their local environments, apply quantitative reasoning, and produce cogent writing samples in a scientific manner. Concurrent enrollment in SCI224 is required. Credits: 4

SCI224 What is Life? Lab

What is Life? Lab Concurrent enrollment in SCI223 is required. Credits: 0

SCI230 Earth Science Lecture

A study of the various physical aspects of the earth, including the atmosphere, the biosphere and the geomorphology. There are required field trips. (Special fee) Credits: 3

SCI300 Independent Study

Individually directed study on a topic not covered by regular course offerings. Requires permission of the instructor and the division chair. (Lab fee) Credits: 1-3

SCI366 Interdisciplinary Honors Studies

The course allows students to focus on a narrow topic, examining it from two diverse academic disciplines. Topics will vary. (The course is open to honors program participants) Credits: 3

SMG100 Introduction to Sports Management

This course is an introduction to the field of sport management. Career options and managerial content will be reviewed. Foundation studies of sport, including history, philosophy, and professional skills will be discussed. Credits: 3

SMG180 Portfolio Development

An introduction to the William Woods University Electronic Portfolio process that is required for all Sport Management students. Credits: 1

SMG310 Sports Law

This course is an exploration of the current relationship of the law to organized secondary schools and collegiate sports. It provides professionals in athletics with basic knowledge of a wide range of legal principles that relate to the performance of their duties. A major focus of this course is a review of judicial opinions on legal issues that have frequently arisen in cases involving organized athletics. Credits: 3

SMG321 Sports Marketing

This course is designed to provide students with a broad and contemporary overview of the sport marketing field. This course will compare and contrast the field of sport and entertainment marketing with the practices and applications of mainstream marketing. It will also provide students with three basic components of sport marketing (a) the use of sports as a marketing tool for other products; (b) the marketing of sports products; and (c) the emerging considerations relevant for both marketing through and the marketing of sports. Credits: 3 Prerequisites: SMG100

SMG390 Internship in Sports Management

The Exercise Science/Sport Management Internship is designed to offer students the opportunity to learn more about various professions associated with an Exercise major and the individuals who make up those professions. Internships offered should provide real-life experiences that compliment that which is taught in the classroom. Personal and professional growth is fostered through the proper balance of guidance and independence and the acceptance of responsibility. Credits: 3

SMG406 Management of Athletics

A study in the development and promotion of educationally sound programs. Credits: 3

SMG412 Economic and Financial Management of Sport

This course is designed to provide students with an introduction to financial analysis and revenue generation techniques essential for organizational effectiveness. It will also provide students with a comprehensive synopsis of the application of economic and financial management used in the sport organization decision making context. Credits: 3 Prerequisites: SMG100

SMG451 Sport Management Internship II

Course requires a minimum of 120 clock hours in an approved work situation.* In addition submitting a log of work activities with dates and times, the student will develop a complete portfolio documenting internship activities and outcomes, with brief explanatory texts. The student will also prepare a resume. Requires permission of the instructor and the division chair. *The approved situation would require direct supervision by an individual holding a degree in business. Credits: 3
Prerequisites: Permission

SMG452 Sport Management Internship III

This course requires a minimum of 240 clock hours in an approved work situation.* In addition to submitting a log of work activities with dates and times, the student will submit a substantial essay according to a pre-approved outline that will describe the relationship or integration of theory (curriculum) and practice (internship). The discussion of theory and practice should cover knowledge, methodology and value development. The student will also prepare a resume. Requires permission of the instructor and the division chair. *The approved situation would require direct supervision by an individual holding a degree in business. Credits: 6 Prerequisites: Permission

SPA101 Elementary Spanish I

Functional skills approach for beginning students, focusing on developing the ability to communicate as well as an awareness and appreciation of Hispanic culture. Credits: 3

SPA102 Elementary Spanish II

Further development of communication skills. Continued study of Hispanic culture, new linguistic structures, and vocabulary to enable students to express and defend opinions, to narrate, and to describe. Credits: 3 Prerequisites: SPA101

SPA200 Introductory Projects

Special one-semester classes and seminars with varying subject matter. The topic of the course will be announced in the schedule of classes. May be taken three times for credit with change of topic.
Credits: 3

SPA203 Intermediate Spanish I

Emphasis on communication, pair and group work and learning in context. Continued promotion of development of listening, speaking, reading, and writing skills. Further study of Hispanic culture and civilization. Credits: 3 Prerequisites: SPA102

SPA204 Intermediate Spanish II

Continued opportunities to improve listening, speaking, reading and writing skills. Review of grammar and introduction of additional vocabulary needed to express ideas and opinions related to Hispanic culture and literature. Credits: 3 Prerequisites: SPA203

SPA300 Independent Study

Individually directed study on a topic not covered by regular course offerings. Requires permission of the instructor and the division chairperson. (Lab fee) Credits: 3

SPA303 Advanced Spanish Conversation

Continued practice with Spanish language needed to survive in situations in which Spanish must be used. In addition students will have the opportunity to discuss contemporary issues through newspaper and magazine articles and cultural readings. Credits: 3 Prerequisites: SPA204

SPA351 Introduction to Hispanic Literature

Selected readings from important works of Hispanic literature designed to give the student an introduction to the most important writers of the Hispanic world. Prerequisite: SPA 204 or permission of instructor. Credits: 3 Prerequisites: SPA204

SPA366 Interdisciplinary Honors Studies

The course allows students to focus on a narrow topic, examining it from two diverse academic disciplines. Topics will vary. (The course is open to honors program participants) Credits: 3

SPA377 Spanish Civilization

An introduction to Spanish culture and civilization as it has developed over the centuries. Credits: 3
Prerequisites: SPA204

SPA381 Advanced Grammar and Composition

A systemic study of Spanish grammar and syntax. Oral and written exercises are designed to develop proficiency both in spoken and written Spanish. Credits: 3 Prerequisites: SPA204

SPA390 Internship I

Requires a minimum of 120 clock hours in an approved work situation. The student must submit a log documenting the work dates and times and describing the work activities according to at least three preapproved objectives. In addition, the student will submit three essays describing and evaluating each of the following: the role of the on-site supervisor, the quality of the work environment, and the usefulness of extended internships. The student will also prepare a resume. Credits: 3
Prerequisites: Requires permission of the division chair.

SPA400 Advanced Projects

Special one-semester classes and seminars with varying subject matter designed for majors at the junior and senior level. The topic will be announced in the schedule of classes. May be taken three times for credit with change of topic. Requires permission of instructor and the division chair. Credits: 3

SST150 Human Sexuality

This course is a one-credit hour seminar on various topics in human sexuality with several experts as guest lecturers. It is intended to cultivate the student's ability to identify various parts of human anatomy accurately; to examine the role gender plays in human communication; to analyze the components of love, intimacy and sexuality; to examine the causes of domestic violence and coercive or aggressive sexual behavior. Credits: 1

SWK100 Careers in Social Work

This course is designed for students new to the social work major or those considering transfer to the major. The course explores a variety of human service careers and how one might assess his/her suitability for the field. Students will examine their interest in social work and other human service professions and learn the career possibilities within their interest area. In addition, the course will explore various social issues and problems the social work profession addresses. This course will serve as a primary means of socialization into the professional BSW program. Credits: 1

SWK200 Introductory Projects

Special one-semester classes and seminars with varying subject matter. The topic of the course will be announced in the schedule of classes. May be taken three times for credit with change of topic. Credits: 3

SWK203 Aging in America - A New Generation

This course examines the effects of aging on individuals, groups, social institutions, and society. Issues of the aging are examined with special attention to work, retirement, leisure, health, self-conceptualization, and living environments. Social Work practice with the elderly will constitute a significant focus of the course with opportunity for experiential learning. Credits: 3

SWK215 Social Welfare

This introductory course examines historical and contemporary efforts to address human needs, in American society. Students will participate in open discussions to explore the conservative, liberal and radical political ideologies that underpin social policies today. Discussion topics will include human diversity, religion, poverty, child welfare, criminal justice, health care, mental health, developmental disabilities, housing, homelessness, community development and aging. Students will have the opportunity to learn about and interact with professional social workers, through class activities, guest speakers and job shadowing experiences. Guest speakers will also include multidisciplinary professionals, such as attorneys, educators, law enforcement officers and medical personnel, who partner with social workers in meeting human needs. Credits: 3

SWK230 Interaction Skills

This course serves as a foundation course for our social work program and is the first in our practice series (practice I). The course focuses on the core communication skills essential to beginning Social Work practice and the problem-solving process. Students are introduced to the generalist practice model and gain experience to basic listening and assessment skills within the context of social work values and knowledge and ethics. The generalist perspective along with exposure to cultural diversity and populations at risk are emphasized throughout the course as well. Students videotape various role play scenarios to gain practice skills engagement, assessment, goal planning, intervention, evaluation and termination. Credits: 3

SWK245 Ethics in Social Science-ER

In this course we will analyze a variety of ethical issues of contemporary social concern. Among the issues are: abortion, physician-assisted suicide, the death penalty, privacy, pornography and censorship, social justice and affirmative action, gender issues, genetic engineering, cloning, and reproductive technology, environmental ethics and treatment of animals. The principal focus of the course will be on a careful study and critical examination of arguments and the application of those arguments to current events, issues in research specific to the disciplines and practice issues in Sociology and Social Work. The design of the course is to familiarize you with the tools needed to make more and ethical decisions that go across both disciplines. Sociology is a discipline that looks at society as a group and involves social ethics, legal ethics, environmental ethics, gender ethics, family ethics, bioethics, racism and sexism issues as well as personal and practical ethics. We will answer the questions of, what are our moral obligations to others. How can moral disagreements be rationally settled? What rights must a just society accord its citizens? What constitutes a valid excuse for wrong-doing? Credits: 3

SWK273 Crime Victimization in America

This course focuses on issues unique to individuals and groups that have been victimized by violent crime. Course content includes examination of the victim's historical role within the criminal justice system, the victim's movement, and current issues most relevant to victims and service delivery. Theoretical consideration and practice interventions are examined in relation to specific crimes and vulnerable populations. In conjunction with area agencies, students develop a community project to be implemented during National Crime Victims' Rights Week. Credits: 3

SWK274 Mental Health Services & Policies

This course is designed to teach students about the dynamics of mental health history, services, policies and special considerations for populations at risk. An interdisciplinary approach to understanding, assessment, treatment and legal process will be covered. The history of mental health services as it applies to contemporary issues and policies will be explored. The varying causes, signs and symptoms, risk factors, cost and treatment of mental illness will be examined extensively. Classroom and course work will include lecture, group discussion, individual and group role-play, case study analysis, multidisciplinary guest speakers and use of the library and internet resources to research mental health issues. The instructor will provide students with some notes and materials from lectures. Students are, however, responsible for taking their own notes during class time. Some class time will be spent in the library and/or computer lab. Students will be notified in advance when classes are scheduled at a different location. This course is designed for students preparing for professions working with individuals, families, organizations and policies. The class is particularly targeted at students majoring in social work, juvenile justice, psychology or legal studies. Credits: 3

SWK300 Independent Study

Individually directed study on a topic not covered by regular course offerings. Requires permission of the instructor and the division chairperson. (Lab fee) Credits: 3

SWK304 Domestic Violence Theories & Interventions

An examination of the historic and current legal policies that impact the legal response to domestic violence. The legal impact on women, juvenile offenders, divorce, and the criminal justice system will be explored. Credits: 3

SWK312 Intervention Strategies Indiv/Famil

This course provides a framework for the Generalist Model for social work practice with individuals and families. Emphasis is on learning to develop professional relationships that are characterized by mutuality, collaboration, and respect for the client. Content focuses on examination of client strengths and problems in the interactions among individuals and between people and their environments as well as social work knowledge, values, and skills that are employed to enhance the well-being of people and to help ameliorate the environmental conditions that affect people adversely. The problem solving methods is also a major component of the course as well as learning the skills for practice with clients from differing social, cultural, racial, religious, spiritual, and class backgrounds. Credits: 3
Prerequisites: SWK316

SWK313 Research Methods

This course examines the application of basic concepts of research methodology to social work, including problem formulation, design of research, measurement, sampling, and data analysis. It includes the role of research in social work and the interpretation and critical analysis of research reports in social work. This course provides the foundation to equip students to be consumers of published research and to engage in building knowledge to enhance practice and service delivery through the use of scientific methods. Emphasis throughout the course is placed on preparing students to identify research findings that assist them in being more effective practitioners as well as producers and consumers of research. Credits: 3

SWK314 Group Dynamics & Interventions

This course provides a framework for the Generalist Model for social work practice with groups. It is the second in the series of Social Work Practice courses and includes the same focus as Social Work Practice I but applied to groups. Students learn how to enhance the intellectual, emotional, and social development of individuals through group activities. Different techniques and objectives are explored and include groups that focus on: socialization, information exchange, curbing delinquency, recreation, changing socially unacceptable values, and helping to achieve better relations between cultural and racial groups. Credits: 3 Prerequisites: SWK312

SWK315 Community & Organizational Development

This course provides a framework for the Generalist Model for social work practice with communities and organizations. It is the third in the series of Social Work Practice courses and includes the same focus as Social Work Practice I and II but applied to communities and organizations. Content focuses on macro practice which is professionally directed intervention designed to bring about planned change in organizations and communities. Credits: 3 Prerequisites: SWK314

SWK316 Human Behavior in the Environment I

Birth-Adolescence. Human Behavior and the Social Environment I and II are taught in a two part course format and serves as foundation sequence in the Social Work Program. SWK316, Human Behavior and the Social Environment I is a review of the biopsychosocial theories of development from birth to adolescence, while SKW317, Human Behavior in the Social Environment II covers theories of biopsychosocial development of adolescence through end of life. This course sequence is based upon the philosophy that human behavior is shaped by many interacting factors and specific theories from the biological, psychological, social and cultural theory base are presented in order to address the

complexity of human functioning. At the same time, human behavior is conceptualized as following a developmental sequence with age-specific characteristics and needs. In order to present this knowledge base, selected theories are applied to each life cycle stage. In each state, special attention is given to the impact of oppression, discrimination, privilege, and the consequences of gender, socioeconomic status and minority group membership. These dimensions are viewed as interactional influences on individual behavior and the person as a member of a small group, community and of the large society and culture. This course uses general systems theory with an ecological focus to provide the organizing base to explore lifespan development. Credits: 3

SWK317 Human Behavior in the Environment II

This course continues the study of human behavior with an emphasis on psycho-social development and ethnic sensitive social work perspectives. Attention is given to the interaction and influences of the psychological and socio-cultural dimensions of human behavior. These dimensions are viewed as interactional influences on individual behavior and the person as a member of a small group, community and of the large society and culture. Part II also emphasizes the multicultural component that is significant in social work practice. Credits: 3

SWK322 Addictive Behaviors and Substance Abuse

This course will focus on the following areas: drug pharmacology and its effects on the user and will include examination of such topics as classifications of drugs, synergistic effects on the body, drug tolerance and dependence and the over-the-counter pharmacology industry. A study of the special problems of the adolescent substance abuser. Emphasis will be on the identification and section as key components in initiating intervention strategies. An examination of the correlation between substance abuse and criminality. Analyzing the theoretical models of the substance abuse/ crime relationships and its implication. Topics to be explored will include drugs and street crime, DUI, intervention strategies, urinalysis testing, and substance abuse and family violence. We will attend substance abuse counseling sessions to view the process for mandated clients. Major theoretical counseling orientations are examined with an emphasis on how each of these theories applies to the treatment of substance use disorders. Theories considered include: Freudian Theory, Client-Centered Theory, Gestalt Theory, Reality Therapy, Rational Emotive Therapy, social learning theory and other Cognitive-Behavior Theoretical approaches. Credits: 3

SWK338 Social Welfare Policy

This course focuses on the basic concepts inherent in the development, analysis, and implementation of social welfare policy. Course content includes examination of these concepts from micro, mezzo, and macro perspectives that emphasize the relationship between policy and direct practice. Historical influences, consequences, and current initiatives are reviewed, and various models and considerations for analysis are examined. Students may have the opportunity to observe legislative sessions at the State Capitol. Credits: 3

SWK340 Child Abuse and Neglect

This course presents an in-depth examination of the dynamics of, relationship between, and causes of child abuse and neglect. Family roles and their subsequent consequences are analyzed. This course builds on practice skills in identification and intervention with families in which child abuse and neglect occur. Special attention is given to substance abuse and domestic violence and how they impact child abuse and neglect. Credits: 3

SWK400 Advanced Projects

Special one-semester classes and seminars with varying subject matter designed for majors at the junior and senior level. The topic will be announced in the schedule of classes. May be taken three times for credit with change of topic. Requires permission of instructor and the division chair. Credits: 3

SWK406 Working with Juvenile Offenders

An overview of causes and types of offenses by juveniles and an exploration of the legal issues and enforcement procedures in the short-term detention and long-term incarceration of juveniles. Prevention programs such as Juvenile Court, legal system intervention programs and services, court ordered probation, detention, group home care, institutional care and community programs (community service, restitution and social skill development) are all examined as responses to juvenile offending. Credits: 3

SWK450 Senior Field Practicum I

Field Practicum I is a required course that affords senior level students the opportunity to observe and begin practicing social work knowledge, values, ethics and skills. Students are assigned to a social service delivery system under direct supervision from a trained social work Field Educator. The overall objectives are for the student to acquire and demonstrate social work competencies through direct practice experiences. These competencies are set forth by the Council on Social Work and the WWU

Social Work Program. The student is required to complete 250 hours in the social service delivery system. The emphasis in Field Practicum I is acclimation to organization structure, clientele, direct practice skills, interventions, documentation, agency and social welfare policies and community resources. Field Practicum I is the first practicum course in a concurrent sequence. Credits: 4
Prerequisites: SWK312

SWK451 Senior Field Practicum II

Field Practicum II is a required course for senior students and is a continuation of Field Practicum I. The student remains in the same social service delivery system and continues to observe and practice social work knowledge, values, ethics and skills. The overall objectives are for the student to acquire and demonstrate social work competencies as set forth by the Council on Social Work and the WWU Social Work Program. As the student has gained social service delivery experience from Field Practicum I, the student in this course will function with more professional autonomy. The emphasis is on the student consistently demonstrating all social work competencies. The student is required to complete 250 hours in the social service delivery system. Field Practicum II is the capstone course that concludes the sequence of the BSW degree. Credits: 4 Prerequisites: SWK450

SWK452 Senior Field Seminar

Senior Field Seminar is a required course taken in conjunction with SWK 450 during the senior year. The course provides a platform for students to identify social work competencies experienced in the social service delivery system. The emphasis in the Field Practicum I experience is acclimation to organization structure, clientele, direct practice skills, interventions, documentation, agency and social welfare policies and community resources. Students will demonstrate acquisition of these competencies through research, presentations, documentation, processing and problem-solving. Discussion of experiences in the classroom setting allows students to develop and strengthen a sense of professional self. Senior Field Seminar is the first seminar course in a concurrent sequence. Credits: 2

SWK453 Senior Capstone Seminar

Senior Capstone Seminar is a required course for senior students and is a continuation of Senior Field Seminar I and taken in conjunction with SWK 451 during the senior year. The course provides a platform for students to continue identifying social work competencies experienced in the social service delivery system. An emphasis is placed on more professional autonomy. Through research, presentations, documentation, processing and problem-solving, the student examines competency development in

relation to direct practice experiences. Discussion of experiences in the classroom setting allows students to develop and strengthen a sense of professional self. Senior Field Seminar II is the capstone course that concludes the sequence of the BSW degree. Credits: 2

THA110 Introduction to Theatre

A historical overview of performing arts including discussions of the organization, responsibilities and importance of the creative artists in dance, music, and theatre. Credits: 3

THA115 Theatre Dance: Jazz and Tap

Designed to teach students jazz and tap dance styles. May be repeated up to 3 credit hours. Credits: 1

THA116 Theatre Dance: Modern

Designed to teach students modern dance styles. May be repeated up to 3 credit hours. Credits: 1

THA117 Theatre Dance: Ballet

Designed to teach students ballet dance styles. May be repeated up to 3 credit hours. Credits: 1

THA120 Introduction to Stagecraft

Designed to give the student a basic competence with the tools, techniques and materials used in technical theatre. This course is required for all students entering the practicum series. Credits: 1

THA125 Costuming Practicum

A production experience for students to work on the costuming for all division productions. Credits: 1
Prerequisites: THA120

THA126 Technical Practicum

A Production experience for students to work on scenery, lighting, sound and properties for all division production. May be repeated for credit four times. Prereq: THA 120 Credits: 1

THA151 Theatre Performance Practicum

A performance experience for students taking roles and performing in main stage theatre productions.
Credits: 1

THA200 Introductory Projects

Special one-semester classes and seminars with varying subject matter. The topic of the course will be announced in the schedule of classes. May be taken three times for credit with change of topic.
Credits: 3

THA210 Dance Movement I

Designed to train performers in movement, period styles and how the two are related. Emphasis will be placed on the integration of vocal technique and performance technique with bodily action and posturing. Other topics include an effective warm-up for performance as well as movement to increase versatility, expressiveness and flexibility. Credits: 3

THA211 Dance Movement II

Continues the study of Dance/Theatre movement started in Dance Movement I. Prerequisite: THA 210
Credits: 3 Prerequisites: THA210

THA231 Makeup for the Stage

Elementary study and work in the art of makeup design and application for the actor. Required production laboratory. Credits: 3

THA232 Stage Management

An introduction to the organization and methods of stage management in the production, audition, rehearsal, technical/dress rehearsal, performance and post-production stages. Required production laboratory. Credits: 3

THA234 Stagecraft

An introduction to the physical theatre and stage technology. Special emphasis is placed on set design and technical drawing. Required production laboratory. Credits: 3

THA240 Stage Combat

A class designed to teach actors the fundamentals of stage combat, dueling, fencing, fighting, stunt work, and choreography. A heavy emphasis on safety will be stressed in all engagements and situations. Credits: 3

THA250 Survey of American Musical Theatre

This course traces the history of the American Musical theatre from its beginnings to its most current trends on Broadway. The structure of the musical and how it has evolved over the years, musical styles, production values and biographies of the men and women who have contributed to the growth of the genre will be discussed. Credits: 3

THA255 Acting I: Basic Skills

Covers stage movement and voice production. Practical work in characterization, improvisation and scene work are required. Credits: 3

THA300 Independent Study

Individually directed study on a topic not covered by regular course offerings. Requires permission of the instructor and the division chairperson. (Lab fee) Credits: 3

THA310 Acting for the Camera

This course is an introduction to adapting acting techniques specifically for the camera. Students will read the text and will participate in discussions comparing acting techniques for stage and screen, working on a role, tools needed for camera work, the machinery of film and tape, and film/tape careers. A hands-on approach of on-camera exercises will accompany discussions. Students will be responsible for participation in class discussions, performances of two monologues and two duet scenes, written character analyses and scores for each monologue and scene, a vocabulary exam, a paper critiquing the

acting styles and techniques of each theatre department production of the semester and various films / television programs as assigned, and keeping a journal. Credits: 3 Prerequisites: THA255

THA331 Stage Lighting

Explores in detail the theories and methods of lighting design. Special emphasis is placed on lighting instruments, dimmers, technical drawing and design. Required production laboratory. Credits: 3

THA354 Acting II: Scene Study A continuation of Acting I focusing on character development and analysis, acting technique and auditioning. Practical work in scene work and auditioning are required. Credits: 3 Prerequisites: THA255

THA362 Theatre History I

An overview of theatre history from classic Greek theatre to approximately 1700. Credits: 3

THA363 Theatre History II

A continuation of the study of theatre history from 1700 to the current post-modern period. Credits: 3

THA366 Interdisciplinary Honors Studies

The course allows students to focus on a narrow topic, examining it from two diverse academic disciplines. Topics will vary. (The course is open to honors program participants) Credits: 3

THA390 Internship I

Requires a minimum of 120 clock hours in an approved work situation. The student must submit a log documenting the work dates and times and describing the work activities according to at least three pre-approved objectives. In addition, the student will submit three essays describing and evaluating each of the following: the role of the on-site supervisor, the quality of the work environment, and the usefulness of extended internships. The student will also prepare a resume. Requires permission of division chair. Credits: 3

THA400 Advanced Projects

Special one-semester classes and seminars with varying subject matter designed for majors at the junior and senior level. The topic will be announced in the schedule of classes. May be taken three times for credit with change of topic. Requires permission of instructor and the division chair. Credits: 3

THA418 Methods of Teaching

A theoretical and practical study of the teaching of speech and theater at the secondary level. Credits: 3

THA451 Internship II

Requires a minimum of 120 clock hours in an approved work situation. In addition to submitting a log of work activities with dates and times, the student will develop a complete portfolio illustrating internship activities and outcomes, with brief explanatory texts. The student will also prepare a resume. Requires permission of division chair. Credits: 3

THA452 Internship III

Requires a minimum of 240 clock hours in an approved work situation. In addition to submitting a log of work activities with dates and times, the student will submit a substantial essay according to a pre-approved outline that will describe the relationship or integrations of theory (curriculum) and practice (internship). The discussion of theory and practice should cover knowledge, methodology and value development. Requires permission of division chair. Credits: 6

THA454 Acting III: Period Style

Explores the acting styles, movement and behavior of characters from selected periods of dramatic literature. Duet scene work will be a major portion of this class. Credits: 3

THA470 Directing

A study of the basic principles, skills and techniques underlying directing for the theatre. The course will cover a brief history of directing followed by the production process and script analysis. Credits: 3

THA491 Broadway Play Analysis

Choosing to focus as either a Director, Actor or Designer, the student will explore advanced script analysis, research and conceptualization techniques used by New York/ Broadway Professionals.
Credits: 3

THA499 Senior Project

The capstone course for all theatre majors. A senior may choose to perform a one person show, design a show, direct a production, or write a major research paper. To be taken the final semester of the senior year Credits: 3

WRK499 Workforce Strategy

This course provides students with the opportunity to utilize the skills and information they have learned in the prerequisite major courses to complete the final strategic business assessment. The student will create a professional assessment of a company in their field by investigating several factors, drawing conclusions from that data and explaining their opinions in terms of concepts learned throughout the program. Credits: 3 Prerequisites: ACC412, BUS321, BUS335,

WWU101 Connections

This course is designed to help students be academically successful, make connections with peers, staff and faculty, and work with life skills necessary for transition into the university experience. Credits: 1

WWU102 Honors Freshman Seminar

The seminar class introduces students to service-learning, leadership, and research. It would stand in place of WWU101 Connections. Students completing WWU101 during Freshman Advantage would be required to complete the freshman seminar course with their peers because it is an introduction to the honors program. Credits: 1

WWU105 Becoming a Successful Student

Successful students go to college, have families, work, study, and learn to manage their time efficiently. This course presents a framework for examining the student's life from a self-discovery perspective. Key topics include understanding your learning style, time management strategies, public speaking do's and

don'ts, and reading and taking note taking methods. Lifelong learning skills learned in this class can be applied in many venues: career, current education, future education, and family. Credits: 3

WWU150 Introduction to Research/Scholarship

This course acquaints honors students to their first-year learning community, programs, activities, and other essential offices at WWU. In addition to orientation goals, students will develop literature research and expository writing skills in various disciplines within and out of their major fields of interest. Roughly, this course is separated into four units: (1) orientation to WWU, followed by research techniques in (2) humanities, (3) scientific, and (4) applied disciplines (e.g. education and business). Credits: 3

WWU401 Senior Seminar

Senior seminar provides students with the opportunity to focus on their final projects, share research, and prepare for graduate school and/or employment. The seminar also requires students to reflect on the effectiveness of their leadership and service to the campus and greater community. (The course is open to honors program participants with senior standing) Credits: 1

WWU475 Honors Thesis I

This is an Honors-only supervised thesis seminar. Under the guidance of an appointed faculty member within their major fields, students will undertake a substantial research/creative project during the final year of study. At regular intervals students will present drafts of curated research materials, data, completed artwork or creative writing, and related scholarship to demonstrate adequate progress towards thesis completion by April of the following semester. It is expected that prior to the official start date of this course, students will have presented and received approval (from the Honors Committee) of a prospectus describing the content and activities involved in the year-long thesis project. Credits: 3

WWU476 Honors Thesis II

This is a continuation of the Honors Thesis project. Each student is expected to complete a research/creative project (begun with Thesis I or earlier), produce a scholarly manuscript or portfolio of publishable quality (the thesis), and successfully defend its conclusions before the Honors Committee and the University Community in general.

Course Fees

Course #	Description	2016-2017 Fee (Per Course)
xxx (Undergrad)	All Undergraduate Online Courses	\$125
BMT-xxx (MBA)	All MBA Online Courses	\$125
EDU-xxx (MED)	All MED Online Courses	\$125
EDU-xxx (EDS)	All EDS Online Courses	\$125

Course #	Description	2016-2017 Fee (Per Course)
ART 101	Introduction To Art -A	\$35
ART 105	Basic Design -A	\$35
ART 110	Drawing I -A	\$40
ART 111	Drawing II	\$40
ART 115	Color and Light -A	\$40
ART 200	Introductory Project	\$50
ART 202	Fundamentals of Graphic Design	\$95
ART 203	Art Applications	\$35
ART 206	Painting I -A	\$35
ART 207	Painting II	\$35
ART 208	Sculpture I	\$50
ART 209	Sculpture II	\$50
ART 212	Printmaking I	\$50
ART 213	Printmaking II	\$50
ART 215	Weaving & Fiber Arts I -A	\$35
ART 216	Weaving & Fiber Arts II	\$35
ART 220	Water-based Painting I -A	\$35
ART 221	Water-based Painting II	\$35
ART 222	Ceramics I -A	\$50
ART 223	Ceramics II -A	\$50
ART 224	Jewelry I -A	\$40
ART 225	Jewelry II -A	\$40
ART 232	Intermediate Graphic Design	\$95
ART 250	Typography	\$95
ART 256	Digital Imaging	\$50
ART 276	Digital Art	\$35
ART 300	Independent Study	\$40
ART 306	Painting III	\$35
ART 307	Painting IV	\$35
ART 308	Sculpture III	\$50
ART 309	Sculpture IV	\$50
ART 310	Drawing III	\$40

ART 311	Drawing IV	\$40
ART 312	Printmaking III	\$50
ART 313	Printmaking IV	\$50
ART 320	Waterbased Painting III	\$35
ART 321	Waterbased Painting IV	\$35
ART 322	Ceramics III	\$50
ART 323	Ceramics IV	\$50
ART 324	Jewelry III	\$40
ART 325	Jewelry IV	\$40
ART 326	Studio Photography	\$50
ART 332	Publication Design	\$95
ART 432	Real World Graphic Design Studio	\$95
ART 433	Professional Development	\$95
ART 456	Advanced Imaging Techniques	\$95
ASL 105	American Sign Language I -D	\$35
ASL 145	American Sign Language II	\$35
ASL 205	American Sign Language III	\$35
ASL 245	American Sign Language IV	\$35
ASL 305	American Sign Language V	\$35
ASL 345	American Sign Language VI	\$35
ATR 100	Personal Health	\$35
ATR 231	Prevention and Care Lab	\$35
ATR 310	Clinical I	\$35
ATR 323	Clinical II	\$35
ATR 326	Therapeutic Modalities Lab	\$35
ATR 331	Orthopedic Assmt Upper Extmty Lab	\$35
ATR 341	Orthopedic Assmnt Lower Extrnty Lab	\$35
ATR 351	Therapeutic Exercise & Rehab Lab	\$35
ATR 403	Manual Therapies Lab	\$35
ATR 420	Clinical III	\$35
ATR 423	Clinical IV	\$35
ATR 443	Gen Medical Conditions & Pharmacolo	\$35
BIO 106	Intro To Bio Lab	\$70
BIO 115	Gen Bio I Lab	\$70
BIO 125	Gen Bio II Lab	\$70
BIO 215	Introductory Projects Lab	\$70
BIO 232	Genetics Lab	\$70
BIO 304	Microbiology Lab	\$70
BIO 314	Human Anatomy/Physiology I Lab	\$70
BIO 318	Comparative Vertebrt Anat/Phys La	\$70
BIO 322	Vertebrate Zoology Lab	\$70
BIO 324	Human Anatomy/Physiology II Lab	\$70
BIO 331	Ecology Lab	\$70

BIO 400	Advanced Project	\$70
BIO 406	Cell & Molecular Biology Lab	\$70
BIO 415	Molecular Biotechnology Lab	\$70
BIO 431	Tropical Ecology Lab	\$70
CHM 115	General Chemistry I Lab	\$70
CHM 125	General Chemistry II Lab	\$70
CHM 315	Organic Chemistry I Lab	\$70
CHM 325	Organic Chemistry II Lab	\$70
CHM 441	Biochemistry Lab	\$70
COM 150	Survey of Production Techniques	\$35
COM 207	Radio Broadcasting	\$35
COM 231	Fundamentals of Film Making	\$35
COM 311	Visual Storytelling & Screenwriting	\$50
COM 332	Advanced Production & Cinematography	\$50
COM 373	Announcing and Reporting I	\$35
COM 383	Announcing and Reporting II	\$35
COM 432	Advanced Editing and Post Production	\$50
COM 449	Advanced Digital Video/Film Production	\$65
EDU 250	Foundations	\$35
EDU 490	Supervised Teaching (Elementary)	\$600
EDU 493	Supervised Teach (Special Education)	\$600
EDU 495	Supervised Teaching (Middle Level)	\$600
EDU 499	Supervised Teaching (Secondary)	\$600
EQA 305	Techniques of Facility Management	\$35
EQA 320	Equine Event Management	\$35
EQR 101	Fundamentals Of Horsemanship	\$1,200
EQR 111	Introduction to Forward Seat	\$1,200
EQR 112	Introduction to Saddle Seat	\$1,200
EQR 120	Fundamentals of Dressage	\$1,200
EQR 121	Fundamentals of Hunt Seat	\$1,200
EQR 122	Fundamentals of Saddle Seat	\$1,200
EQR 125	Fundamentals of Western Seat	\$1,200
EQR 214	Longlining & Driving	\$550
EQR 220	Intermediate Dressage	\$1,200
EQR 221	Intermediate Hunt Seat	\$1,200
EQR 222	Intermediate Saddle Seat	\$1,200
EQR 225	Intermediate Western	\$1,200
EQR 226	Hunter Under Saddle	\$1,200
EQR 320	Intermediate/Advanced Dressage	\$1,200
EQR 321	Intermediate/Advanced Hunt Seat	\$1,200
EQR 322	Intermediate/Advanced Saddle Seat	\$1,200
EQR 325	Intermediate/Advanced Western Seat	\$1,200
EQR 327	Intermediate Jumper	\$1,200

EQR 420	Advanced Dressage	\$1,200
EQR 421	Advanced Hunt Seat	\$1,200
EQR 422	Advanced Saddle Seat	\$1,200
EQR 425	Advanced Western	\$1,200
EQR 427	Advanced Jumper	\$1,200
EQS 200	Dressage/Sport Horse Lungeing	\$400
EQS 205	Survey of Saddle Seat Training Meth	\$35
EQS 230	Teaching Techniques II-Dressage	\$35
EQS 231	Teaching Techniques II-Hunter/Jumpr	\$35
EQS 232	Teaching Techniques II-Saddle Seat	\$35
EQS 235	Teaching Techniques II-Western	\$35
EQS 311	Tack Construction & Repair	\$75
EQS 327	Applied Groundwork	\$400
EQS 328	Equine Evaluation	\$35
EQS 340	Teaching Techniques III-Dressage	\$35
EQS 341	Teaching Techniques III-Hunter/Jump	\$35
EQS 342	Teaching Techniques III-Saddle Seat	\$35
EQS 345	Teaching Techniques III-Western	\$35
EQS 351	Teaching Techniques IV-Dressage	\$35
EQS 352	Teaching Techniques IV-Hunter/Jumpr	\$35
EQS 353	Teaching Techniques IV-Saddle Seat	\$35
EQS 355	Teaching Techniques IV-Western	\$35
EQS 400	Advanced Projects	\$35
EQS 404	Veterinary Medicine & Reproduction	\$35
EQS 411	Teaching Techniques Seminar	\$35
EQS 412	Advanced Teaching Practicum	\$35
EQS 416	Veterinary Techniques Practicum	\$50
EQU 111	Introduction to the Horse Industry	\$35
EQU 117	Theory of Performance Hrs Hlth Mgmt	\$35
EQU 118	Theory Prfrmnc Horse Hlth Mngmt II	\$35
EQU 201	Horse Management Practicum I	\$35
EQU 391	Horse Management Practicum II	\$35
EXS 315	Exercise Technique and Prescription	\$35
EXS 405	Exercise Program Design	\$35
EXS 460	Princ of Strength & Conditioning	\$35
ITP 301	Interpreting I	\$35
ITP 310	Interpreting in Advanced Settings I	\$35
ITP 351	Interpreting II	\$35
ITP 375	Interpreting III	\$35
ITP 380	Interpreting IV	\$35
ITP 410	Interpreting in Advanced Setting II	\$35
ITP 450	Senior Capstone	\$35
MIS 225	Database Management Systems	\$40

MIS 250	Networks and Telecommunications	\$40
MIS 325	Website Development	\$40
MIS 350	Project Management	\$40
MIS 370	MIS Advanced Projects	\$40
MIS 400	Advanced Projects	\$40
MIS 425	Enterprise Collaboration Software	\$40
MIS 450	Systems Analysis	\$40
MIS 475	Mngmnt Information Systems/Capstone	\$250
MUS 211	Applied Piano I	\$300
MUS 212	Applied Piano II	\$300
MUS 221	Applied Voice I	\$300
MUS 222	Applied Voice II	\$300
MUS 241	Jameson Singers	\$35
PED 104	First Aid and CPR	\$60
PED 108	Outdoor & Team Building Activites	\$35
PED 113	Fitness	\$35
PED 131	Weight Control & Conditioning	\$35
PED 136	Individual and Dual Sports	\$35
PED 142	Beginning Golf	\$35
PED 307	Methods of Teaching PE K-4	\$35
PED 322	Exercise Physiology	\$35
PED 350	Adapted Physical Education	\$35
PED 401	Thry Coaching Baseball and Softball	\$35
PED 402	Thry Coaching Track/Field & Crs Cnt	\$35
PED 403	Theory of Coaching Football/Soccer	\$35
PED 404	Theory of Coaching Basket/Volleybll	\$35
PED 418	Methods of P.E. (6-12)	\$35
PHY 202	Physics I Lab	\$70
PHY 213	Physics II Lab	\$70
SCI 131	Foundations of Science Lab	\$70
THA 115	Theatre Dance: Jazz and Tap	\$35