

February 2026 ADDENDUM to the William Jewell College 2025-2026 Catalog

The following text adds to or supersedes the language in the 2025-26 catalog that was released in August 2025. The policies apply beginning in the Spring 2026 semester.

Dropping of individual courses

An add/drop form, available online, must gain the approval of the academic advisor and of the course's instructor, before a student can drop a course. When a student stops attending a class but does not submit a properly completed form to the Office of the Registrar in a timely manner, the instructor must submit an appropriate grade (but not a W) at the end of the course.

Full-semester courses

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

Seven-week fall or spring courses

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

Eight-week summer courses

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

Four-week summer courses

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

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

Regular and Substantive Interaction (RSI) Policy

William Jewell College ensures that all distance education courses include meaningful, regular, and substantive interaction (RSI) between students and qualified instructional personnel, consistent with 34 CFR §600.2 and

applicable Title IV regulations. This policy also establishes a framework for monitoring student engagement and determining administrative withdrawal when necessary.

Definitions

Regular and substantive interaction refers to academic engagement that

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

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

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

Instructors' Responsibilities

Faculty teaching online courses are expected to

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

Note: "Sustained non-engagement" is defined in internal procedures and may vary based on course length, format, or modality.

Students' Responsibilities

Students are expected to:

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

Addendum *continued*

Review and Oversight

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

Administrative Withdrawal for Inactivity

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

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

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

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

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

Transcript Release & Grade Withheld (GW) Policy

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

Transcript Release

The College will release official and unofficial transcripts for all students regardless of outstanding financial balances

or account holds. Transcript requests are fulfilled even when a student has unpaid charges for current or prior terms. If a student's grades for a term are withheld due to an unpaid balance, the transcript will display the GW (Grade Withheld) notation for all affected courses until the issue is resolved.

Federal Title IV Compliance

In accordance with federal regulation effective July 1, 2024:

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

Grade Withheld (GW) Notation

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

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

Removal of GW Notation

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

Communication and Notice

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

Appeals

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

ADDENDUM

BUSINESS

Entrepreneurial Master in Business Administration

Program Costs

The cost of the Entrepreneurial Master of Business Administration program is \$32,800 as of 2/1/26 for all new enrollments. The cost for each of the four terms is \$8,200. There will be a \$50 graduation fee.

EDUCATION

Master of Science in Education in Transformative Teaching and Learning

Program Costs

Tuition is charged for each individual course at a rate of \$493 per credit hour during the 2025-26 academic year. There will be a \$50 graduation fee.

Admission Requirements

To be considered for admission to the M.S.Ed. program in transformative teaching and learning at William Jewell College, applicants must provide appropriate documentation of meeting the following requirements:

- A completed Application for Admission, available at breatheforchange.com/degrees-certificates/masters-of-education/#apply.
- An official transcript from a properly-accredited college or university showing the awarding of a bachelor's degree, with a minimum of a 2.5 GPA based on a 4.0 scale.
- Official transcripts from all other colleges and universities attended, whether as an undergraduate or graduate student and whether or not credit was awarded.

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

The College reserves the right to deny admission to any applicant whose academic history or professional qualifications are judged to be unsuitable for graduate work at William Jewell College.

Individuals who do not meet the minimum GPA (2.5 of better) requirement for admission to the program may be granted conditional admission upon review of the applicant's extensive experience in the field of education and/or completion of a graduate degree in a related field. In such cases, the Education Faculty will review the applicant's admission documentation and may request additional information. Students admitted conditionally must earn a minimum of a 3.0 GPA and a B- in all courses during their first enrolled term or they will be dismissed from the program at the end of that term.

Transfer Admission to the Program

Applicants can request to have a maximum of 6 credits of graduate-level course work in education from another institution transferred into the program by first arranging to have an official transcript sent to the M.S.Ed. Program Coordinator. If the transfer coursework is deemed by the Education faculty to be equivalent to required work in the program, then the credit will be forwarded to the Registrar for approval. No more than 6 credits of transfer credit can apply toward the M.S.Ed. degree from William Jewell. A \$100 administrative fee will be charged to transfer students.

Through the end of the 2026-27 academic year, an exception to the above policy is in place for students who previously were participating in a similar program that awarded credit through Woolf University toward a master's degree in education. As much as 18 semester hours of credit toward the M.S.Ed. degree from William Jewell College can be accepted from these students. Students seeking to apply transfer credits from Woolf University toward the M.S.Ed. degree should review the transfer agreement approved by the Education Faculty in consultation with the College Registrar.

Requirements for Re-admission to the Program

Continuous enrollment is expected in the M.S.Ed. program, the schedule for which is dependent upon the degree or graduate-certificate option selected by the student. Refer to the College's policy on leaves of absence for possible exceptions.

A student who has been away from the College during a fall or spring semester without an approved leave of absence, or who has enrolled in coursework elsewhere during an approved leave of absence, is required to reapply for admission to the M.S.Ed. program. This can be accomplished by completing the M.S.Ed.

Graduate Programs in Education *continued*

Application for Admission. Re-admission to the program is required before the student can enroll in any additional courses.

International Student Application to the Program

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

William Jewell College recognizes degrees from properly accredited international schools and colleges once appropriate official documentation is received and, if necessary, translated. Students who have earned college-level credit at institutions outside the United States must normally submit a transcript for such work for evaluation on a course-by-course basis to a member of the National Association of Credential Evaluation Services (www.naces.org) or a member of The Association of International Credential Evaluators (<https://aice-eval.org>), with results to be forwarded directly to William Jewell.

Documentation of visa status is required for application to this program from anyone who is not a U.S. citizen. All students in the M.S.Ed. program are expected to support themselves and to make their own living arrangements.

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

- A minimum score of 550 (paper based) or 79-80 (web based) on the Test of English as a Foreign Language (TOEFL).
- A minimum score of 6.0 on the International English Language Testing System (IELTS).
- A minimum score of 450 on the verbal component of the SAT or 22 on the ACT.
- Grades of B or higher in English composition courses where English is the institutional language of instruction.
- Successful completion of a NAFSA recognized ESL program.

Unclassified Students

Persons who do not desire to earn a degree or certificate may take courses from this program while categorized as “unclassified students.” An unclassified graduate student may earn a maximum of 16 hours from courses in the M.S.Ed. program without having gone through the regular admission process. Unclassified students may enroll in a maximum of 8 hours per term without enrolling in a degree program.

Goals for Student Learning

Teachers must differentiate instruction to promote learning and to ensure the well-being of their students. This requires a complex set of knowledge and skills that grows over time and represents a significant challenge. This program is designed to help teachers who want to improve their ability to:

- enhance student motivation and wellness by making the curriculum and instruction more meaningful and appropriately challenging for every student;
- remove social-emotional, cognitive, motivational and physical barriers to learning to help every student progress and to be engaged in learning continuously;
- develop critical thinking, creativity and self-knowledge in their students so that students can innovate, problem-solve and create new knowledge and skills not only for themselves but also for the whole class and community;
- develop skills in their students (inquiry, research, communication, thinking, integration, media, perspective-taking, visual processing, kinesthetic) to allow students to maximize their capabilities and to contribute to society;
- plan for and implement instruction that utilizes P-12 students’ readiness, interests and needs to drive student learning;
- challenge and support their P-12 students to achieve their full potential;
- identify and implement a variety of learning paths that students can take to advance their learning and skills;
- design and use a variety of formative and summative assessment tools;
- use the data generated from formative and summative assessments as well as standardized instruments to identify and plan instruction to meet student needs;
- plan a curriculum and lessons that facilitate differentiated instruction and student mindfulness;
- better align curriculum to objectives, assessments and instruction;
- help students to self-assess their own progress toward learning objectives and well-being, chart their own growth, and direct their own learning;
- reflect on their role as a teacher in a differentiated classroom;

Graduate Programs in Education *continued*

- systematically research the efficacy of a variety of teaching strategies and improve their teaching practice;
- participate in Professional Learning Communities to promote individual student learning; and
- implement a differentiated and mindful classroom environment.

Program Outcomes

Graduates of the M.S.Ed. program will be able to:

- design effective, meaningful instruction and adapt curricular resources to address the differences in students' readiness, needs and interests within his/her classroom;
- use the basic tenets of educational research to study his/her own classroom and use the results to inform his/her instructional practice;
- design an action research project, to gather and analyze evidence of student or staff progress towards learning goals and to reflect on and to transform instructional practice; and
- communicate the importance of effective instructional practices and describe the important aspects of transformative, growth-centered learning environments to colleagues and other publics.

Programs of Study

Coursework for the master's degree is designed to be completed over a 12- to 24-month period.

Courses in this program are offered online and are facilitated by the Breathe for Change organization.

No state-sponsored teacher certification is associated with the awarding of the M.S.Ed. degree.

Required Courses

EDU 601*	Defining Research in Education (4)
EDU 602*	Teacher Action Research (4)
EDU 603*	Action Research Analysis, Synthesis and Presentation (4)
EDU 620	The Human Side of Teaching (4)
EDU 621	Educator Resilience and Wellbeing (4)

In addition, a minimum of 10 hours must be completed from the following courses:

EDU 610	Special Topics in Education (2-4)
EDU 630	Trauma-Informed Teaching (2)
EDU 631	Emotional Intelligence and Belonging (2)

EDU 632	Accessible and Differentiated Instruction (2)
EDU 633	Community-Based Teaching (2)
EDU 634	Mental Health in Schools (2)
EDU 635	Mindful Classroom Management (2)
EDU 640	Chair Yoga for Students and Teachers (2)
EDU 641	Restorative Teaching Practices (2)

*Courses with these same names and numbers are also a part of the M.S.Ed. program in curriculum and instruction. However, credit for EDU 601, 602 and 603 cannot be applied to both programs.

Satisfactory completion of a total of at least 30 credits of graduate coursework with a grade of B- or better in each course and a graduate GPA of at least 3.0 is required for earning the master's degree in education.

Acceptable Progress

The following criteria are used to determine whether a student in the Master of Science in Education program is making acceptable progress:

- A grade of B- or higher in every course completed
- Consistent enrollment in required coursework
- Attendance in on-campus courses and timely submission of course work in all courses

If a student is not meeting the above criteria, the student will be counseled and may be asked to leave the program.

Course Descriptions

EDU 620 The Human Side of Teaching (4 cr. hrs.)

In this graduate-level course, educators explore what remains uniquely human in learning and develop the emotional, relational, and leadership skills needed to nurture student resilience, authentic connection, and wellbeing. Grounded in research from education and neuroscience, the course examines how social-emotional and human-centered skills foster student engagement, spark creativity and collaboration, and inspire purpose-driven learning. Building on five foundational competencies (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making), educators will explore developmentally appropriate practices across grade levels and educational contexts. The course emphasizes practical application, requiring educators to integrate these practices into their professional settings and assess their effectiveness.

Graduate Programs in Education *continued*

EDU 621 Educator Resilience and Wellbeing (4 cr. hrs.)

This graduate-level course empowers educators to strengthen their resilience and well-being through evidence-based approaches – including mindfulness techniques, mindful movement practices and stress-regulation strategies – that can be used to reduce burnout, regulate the nervous system, and enhance performance. Educators will embed these strategies into daily routines, systematically assess their impact, and adapt them for long-term sustainability. They will also design resilience-building and mind-body wellness practices that they both embody and teach, ensuring that the application extends beyond individual use to integration in classrooms and educational contexts.

A core component of the course is exploring how modeling and facilitating these practices with students enhances co-regulation and generates collective benefits for classroom climate and learning outcomes. Through guided reflection and structured planning, educators will develop skills to differentiate best practices across diverse age groups and educational settings to enhance resilience and wellbeing.